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REPORT OF THE

COMMISSIONER OF EDUCATION
FOR PORTO RICO

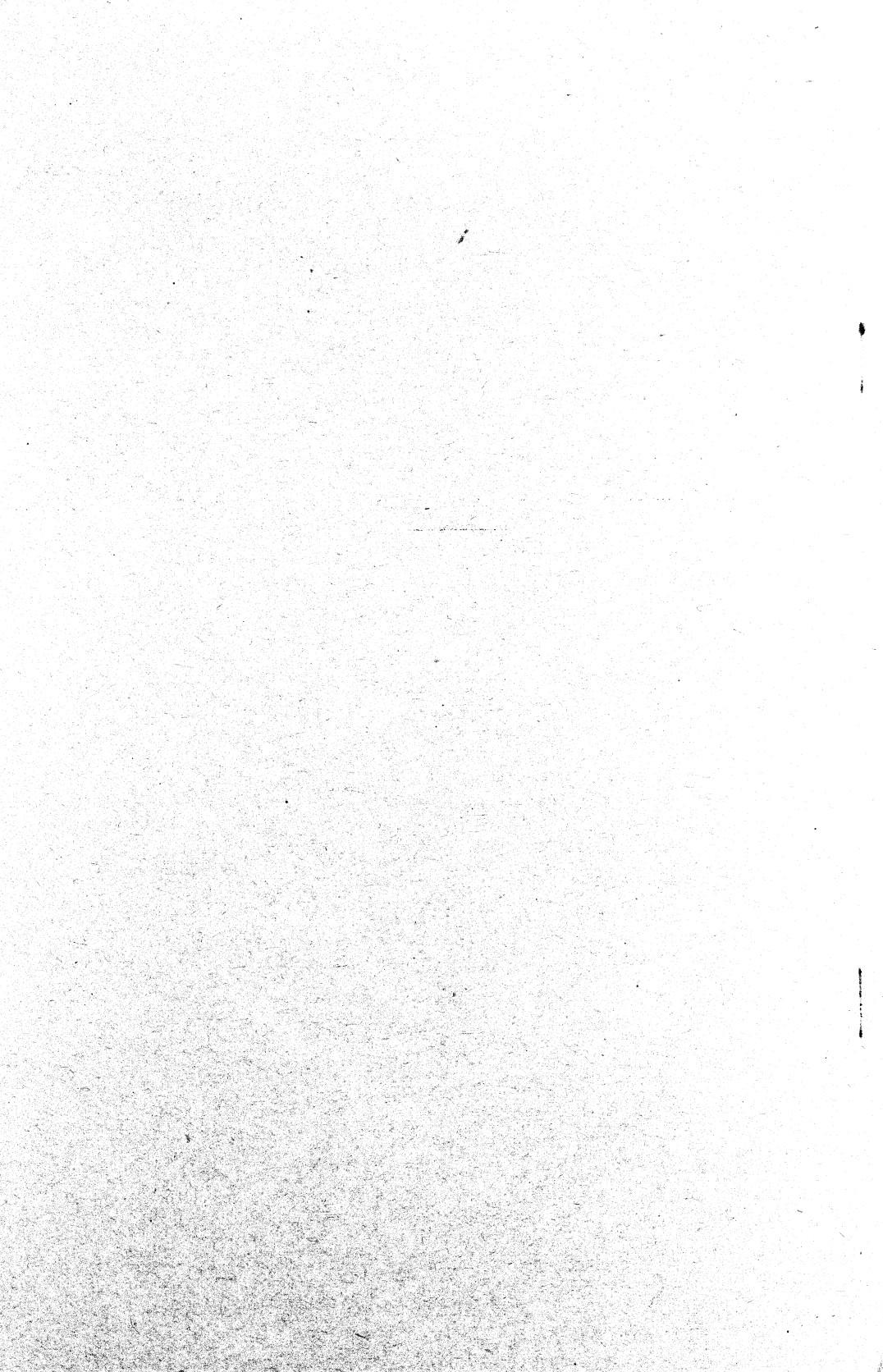
1909

From the Report of the Governor of Porto Rico, 1909, pages 229-294, inclusive

BUREAU OF INSULAR AFFAIRS
WAR DEPARTMENT



WASHINGTON
GOVERNMENT PRINTING OFFICE
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COMMISSIONER OF EDUCATION
FOR PORTO RICO. *Dept of Education*

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REPORT OF THE COMMISSIONER OF EDUCATION.

DEPARTMENT OF EDUCATION OF PORTO RICO,
OFFICE OF THE COMMISSIONER,
San Juan, P. R., September 23, 1909.

SIR: I have the honor to submit herewith my annual report for the fiscal year ended June 30, 1909.

The statistical tables presented cover only the fiscal year, but, in accordance with custom and the instructions of the Secretary of War, in the text are treated matters of educational interest to the date of submittal of the report.

In further conformity with such instructions, I have the honor to present herewith a summary of statistics of public education in Porto Rico, following the definite questions asked.

Summary of statistics for the school year 1908-9.

Number of pupils actually enrolled in all schools, including special schools:

White—

Males.....	45,298
Females.....	33,208
Total.....	78,506

Colored—

Males.....	15,060
Females.....	11,559
Total.....	26,609

White and colored—

Males.....	60,358
Females.....	44,767
Total.....	105,125

Total number of different pupils actually enrolled in the special schools (night, kindergarten, high, normal)..... 7,932

Total number of different pupils actually enrolled in the common schools..... 97,193

Reenrollments or duplicates..... 12,945

Average daily attendance during the year for the whole island:

Common schools.....	71,057
Special schools.....	3,465
Total.....	74,522

Average number of days each school was actually conducted:

Common schools.....	165
Special schools.....	145

Number of buildings in use for schools during the year (town, 233;

rural, 765)..... 998

Estimated value of all insular school buildings ^a..... \$665,612.53

Rental value of other buildings..... \$73,904.36

Number of pupils enrolled in public high schools..... 345

Number of pupils enrolled in normal school..... 205

^a Including entire expenditure made by the insular government under direction of the department of education in connection with the acquisition of property and with the erection of school buildings since the establishment of civil government.

Total number of different teachers employed in the common schools at the end of the year:

White—

Males	694
Females	689
Total	1,383

Colored—

Males	91
Females	97
Total	188

White and colored—

Males	785
Females	786
Total	1,571

Total number of different teachers employed in the special schools at the end of the year, omitting duplicates..... 37

Total number of different teachers employed in all schools at end of year..... 1,608

Monthly salary of teachers, as fixed by law during the year 1908-9, has been as follows:

Preparatory teachers	\$20.00
Rural teachers	\$35.00
Graded teachers	\$60.00
English graded teachers	\$65.00
Principal teachers, teachers of English, and special work teachers.....	\$75.00

To all of which amounts were added allowances for house rent, as follows:

Rural teachers, not less than \$3 nor more than.....	\$8.00
Graded teachers, not less than \$7 nor more than.....	\$15.00
English graded and principal teachers, not less than \$10 nor more than.....	\$15.00

Total expenditures for school purposes, 1908-9:

By insular government	\$848,817.11
By local government	\$437,485.98

Total	\$1,286,303.09
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The report as a whole is intended to give, in as perfect a manner as possible, a pen picture of the present organization of public education in Porto Rico.

During the year difficult problems have arisen, due in no small part to the failure of the legislative assembly at its regular and special sessions to provide revenues for the support of the government during the coming fiscal year. Although the Congress of the United States passed remedial legislation, this was not done until after the end of the fiscal year 1909, leaving us at that time unable to make the usual arrangements for the continuance of the schools. Those difficulties have, however, for the most part been settled, with the prospects of a most favorable year for the schools.

I should deprive myself of a pleasure and be recreant to a duty did I not speak in most commendatory terms of the able assistants within the department of education, and of the school boards of the island as a whole, who have with untiring effort devoted themselves to the cause of public education in Porto Rico.

To attempt to mention each of these devoted servants of the cause would be out of place. Their assistance is not, however, unappreciated. The successes of the year are, however, in so large a degree due to the untiring efforts of the assistant commissioner, Mr. F. D. Haddock, that I can not refrain from allusion to them. With a devotion to the work which has taxed his strength to the utmost, he has been my constant aid and inspiration.

I wish, moreover, to express my appreciation of the constant support given to the educational interests of the island by you and my colleagues in other departments of the government.

Very respectfully,

EDWIN G. DEXTER,
Commissioner of Education.

The GOVERNOR,
San Juan, P. R.

RÉSUMÉ OF THE ORGANIZATION OF PUBLIC EDUCATION IN PORTO RICO.

The organic act for Porto Rico, commonly known as the "Foraker Act," was approved by the Congress of the United States on April 12, 1900, and went into effect May 1 of the same year. It is the constitution of the island.

The act provides for a governor and various heads of departments, to each of whom definite authority is given and duties prescribed. Section 25 reads as follows:

"That the commissioner of education shall superintend public instruction throughout Porto Rico, and all disbursements on account thereof must be approved by him, and he shall perform such other duties as may be prescribed by law, and make such reports through the governor as may be required by the Commissioner of Education for the United States, which shall annually be transmitted to Congress."

Beginning with the legislative session of 1900, school laws were passed, and, from time to time, amended, the present organization being, briefly, as follows:

The commissioner of education, appointed for a term of four years (or at the pleasure of the President), is at the head of the department of education, with full power of appointment over all the subordinates in the department, with the exception of certain classes of teachers as hereinafter set forth. He is empowered to determine the course of study, the length of the school year (within limitations prescribed by law), and the length of the school day. He is in charge of the examination and certification of teachers, and no expenditures of public moneys for school purposes, either on the part of the school boards or of any subordinates in the department, can be made without his approval. He is a member of the executive council—the upper house of the legislature—and is ex officio president of the University of Porto Rico and of the trustees of the Insular Library.

Aside from the teaching force, the personnel of the department consists of the following officials: Assistant commissioner of education, secretary of the department, chief of the division of property and accounts, chief of the division of school board accounts, 3 general superintendents of schools, and 35 supervising principals, each in charge of a district of the island. In addition, there are the private secretary to the commissioner, and other clerical help to the number of 12.

The assistant commissioner is the head of the division of supervision, and has all the powers of the commissioner during the absence of the latter from the island. The secretary is the chief of the division of records, and officially countersigns all teachers' certificates and other papers of record issued by the department. The chief of the division of property and accounts is custodian of all the property belonging to the department, and is charged with keeping the salary list thereof. The chief of the division of school boards' accounts forms the direct point of contact between the department and the school boards of the island.

The island of Porto Rico contains 66 units of political organization, known as "municipalities." Within each of these is elected a school board consisting of three members. Vacancies in these school boards caused by resignation, death, or incapacity are filled by the commissioner of education, the law requiring that appointments to vacancies be made from the same political party to which the previous member belonged. School boards have charge of all buildings occupied by the common schools (not high schools), employ the janitors, and pay the house rent of the teachers. They have the power to hold title to property, and may, under certain legal restrictions, negotiate loans. They may, with the approval of the commissioner of education, as may also the supervising principals, dismiss pupils from the schools, and may suspend teachers pending the action of the commissioner. They must submit annually, three months before the beginning of the school year, to the commissioner of education for his approval, a list of teachers, properly qualified, whom they wish to elect to positions in their school system, and after the approval of the commissioner, may elect such teachers. School boards submit to the commissioner of education, previous to the beginning of each fiscal year, a detailed statement of their desired expenditures for that year, and the approval of such a budget by the commissioner is the warrant for the expenditure of the school funds as thus set forth. Subsequent transfers of funds from one subhead to another within the budget necessitate separate approval.

The teachers of the island are divided into the following classes:

First. Preparatory teachers (limited by law to 100 in number). These are required to be unmarried persons of less than 22 years, who teach ungraded rural schools and are at the same time under instruction by some person specially appointed by the commissioner as instructor of preparatory teachers. These teachers receive a salary of \$20 per month, without allowance for house rent.

Second. Rural teachers. These are in charge of ungraded schools in the rural districts, and receive a salary of \$35 per month, with an allowance for house rent of from \$3 to \$8 monthly.

Third. Graded teachers. This class is divided as follows: Graded teachers teaching in Spanish and English graded schools. All are employed in the graded-school system of the various municipalities. Those teaching in Spanish receive a salary of \$60, with an allowance for house rent of from \$7 to \$15 monthly. English graded teachers receive in salary \$5 per month more.

These three classes of teachers—preparatory, rural, and graded—are elected by the school boards from the lists already mentioned. The following classes of teachers are appointed directly by the commissioner without election by the school board:

First. Teachers of English. These are nearly all Americans, serving either as special teachers of English in the school system of the smaller municipalities or as grade teachers giving instruction in English. The salary is \$75 per month, without allowance for house rent.

Second. Special teachers, such as teachers of music, art, manual training, domestic science, agriculture, and kindergarten teachers. The salary is the same as for teachers of English.

Third. High-school teachers. Teachers of this class are at present only in 8 municipalities of the island. They receive salaries varying from \$675 to \$1,500 per annum.

The island is at present divided for purposes of school administration into 35 districts (for the year 1909-10, 43 districts). These districts are divided into three classes:

First. Municipalities having more than 100 schools.

Second. Municipalities having between 50 and 99 schools.

Third. Municipalities, or groups of municipalities, containing less than 50 schools.

There are at present of the first class, 2; of the second class, 3; and of the third class, 30. The school law provides for an automatic increase in the number of districts, since no district of the third class may contain more than 50 schools. The immediate representative of the commissioner of education in each of the school districts is the supervising principal. In districts of the first class this officer receives a salary of \$1,500, with an allowance of \$240 for house and office rent, and in districts of the second class, \$1,400, with the same allowance for rent. In districts of the third class the salary is \$1,200, with the same allowance for rent and with an extra allowance of \$200 for traveling expenses in districts of more than one municipality. Although with no vote in the school-board meetings, the supervising principal must, by law, be cited to all such meetings. In addition he performs any duties assigned to him by the commissioner, and is required by law to present an annual report covering the work of his district. He has an office adequately equipped with furniture and appliances, in keeping with the dignity and importance of the position which he holds, and maintains definite office hours. The greater part of his time is, however, spent in visiting the schools of his district, and toward the teachers he maintains the position of helper and adviser, rather than that of mere critic and spy. At the end of each school month he makes a report to the office of the commissioner on each of the visits made during the month.

PREPARATORY SCHOOLS.

Preparatory schools of the island were established for a twofold purpose: First, that of providing elementary instruction at a less expense than that of the rural and graded schools; and, second, as a means for the training of teachers for the rural schools. The curriculum is in all instances that of the first grade. The schools, although required by law to be in or near the centers of population in order that instructions may be given the teacher, are usually more meagerly and less expensively equipped than the graded schools. In many instances no regular school desks are provided, and improvised benches are used. No person may remain in the group of preparatory teachers more than three years, and at the end of each year of service the teacher must pass an examination. The examination for license as preparatory teacher presupposes little more than the completion of the sixth grade in the regular school course. Such a slight academic preparation, coupled with the fact that the preparatory teachers are usually immature, makes questionable the advisability of continuing for any considerable length of time this group of schools.

RURAL SCHOOLS.

This is the most numerous group within the island, and is doing a most valuable work in extending education to its remotest corners. Up to the present school year the curriculum of the rural schools has been restricted to the first three grades. During the present year, however, the fourth has been added in a considerable number, making it possible for the children in rural districts to continue their schooling further. Less than one-half of the rural schools are housed in buildings owned by the school boards or the department, the remainder being in rented quarters which in many instances are entirely inadequate and a drawback to success. The teachers as a whole

are earnest, are interested in their work, and are producing the best results. As in the case, however, with any school system, there is a vast difference between the best and the poorest teachers. Doubtless as time goes on and better prepared teachers are available from the normal school and other sources, some of the present corps will be forced to retire from the service.

GRADED SCHOOLS.

These are all situated within the larger centers of population—perhaps 100 such centers in all. The schools are carefully graded on a basis no less advanced than that of the better school systems in the United States. The system extends through the full 8 grades in 28 towns in the island and through 7 grades in 43.

In no one of the municipalities, however, is there a graded system of less than 4 grades. The vast majority of the graded rooms of the island are as well equipped with desks, blackboards, maps, etc., as are the better class of schools in the United States. In all graded schools English is taught, and in the vast majority it is the language in which all instruction is given. A visitor to one of the schoolrooms in any of the larger municipalities of the island would find no noticeable difference in the work being done in a similar grade in the United States.

SECONDARY INSTRUCTION.

There are but three fully organized high schools with four-year courses at present in the island. These are situated at San Juan, Ponce, and Mayaguez, and in each there is a commercial department in addition to the regular classical and scientific courses. They have courses equivalent to the moderately well-equipped high schools of the United States, and their graduates may enter nearly 50 American colleges or universities on certificate. In addition there has been organized during the present year the first-year high-school course in three other municipalities of the island. As the pupils progress a second, third, and fourth year of high-school work will be added until fully equipped high schools are established. The first-year high-school course will also be established in two or three other municipalities of the island the coming year.

SPECIAL INSTRUCTION.

Special instructors of music and drawing are maintained in the larger school systems of the island. Beyond this special instruction has not been established in the common schools. It is my hope, however, that with another school year courses in cooking and sewing for the girls and wood and iron work for the boys can be established in the larger municipalities.

SCHOLARSHIPS.

The Porto Rican government maintains a system of scholarships by means of which a bright pupil in the rural schools may be carried entirely at government expense until graduation from the best colleges and universities in the United States. By a law recently passed the school boards may devote an amount of money, not to exceed 5 per cent of their annual budget, to provide scholarships for the pupils in the graded schools of the municipality. Under such scholarships the pupil may complete the eighth grade. There are then open to him scholarships (100) at a monthly value of \$12 each in the high schools of the island, or, if his inclination leads him in another direction, scholarships (75) at an annual value of \$200 in the normal department or (40) in the agricultural department of the University of Porto Rico. Having completed the four years' high-school course, or the four years' normal course, there are available 39 scholarships at a value of \$500 each for colleges and universities of the United States. There are, moreover, 20 scholarships of an annual value of \$250 each for such institutions as Tuskegee and Hampton. These are open to students of the higher grades of the graded schools.

PROGRESS IN EDUCATION.

To understand fully the conditions under which the work of this department has been carried on, one should study with some care the reports of previous years, keeping in mind the economic and political status of the island at the beginning of American occupation, the limited financial resources at the disposal of the insular authorities, and the numerous obstacles which it was necessary to overcome during those years immediately following the change of government.

After some study of the conditions existing in 1907 it seemed evident that four things might legitimately be expected of the department of education:

(1) That every effort should be made to extend the school system so that all the boys and girls of school age might have opportunity to secure the rudiments of what has usually been considered a good common-school education.

(2) That in order to extend the school system the greatest possible returns must be secured with every dollar of the funds available.

(3) That instruction in English should be made more general and more thorough, both because of its immediate utility and because the attitude of the people and their social and civic life will no doubt come more nearly into harmony with that of the American people as a whole as the result of reading more generally the papers and books of English-speaking peoples.

(4) That little by little progress should be made in developing the schools of the island as the best educators of the United States are trying to develop the schools there; in short, that we should not be content with giving instruction in what have been known as the "school arts," training principally the memory and the reasoning powers by means of instruction in the "three R's," but should, as has been said, "send the whole child to school," making the most of playground activities and of school gardens, and of all art and hand work through which we may hope to develop personal initiative and strength of character.

In this chapter I shall attempt to show somewhat in detail the result of two years' effort toward the accomplishment of this end.

It will be remembered that for the year ending in June, 1898, the Spanish Government had maintained some 528 schools, with an average attendance of 18,243 pupils; that, with one exception, these schools were located in private houses, and that only the children of the poor were admitted without the payment of a tuition fee. For the third term of 1908-9 there were 1,928 schools, while the average daily attendance for the year was 74,522.

The marvelous progress made between 1898 and 1907 in the creation, practically de novo, of a free school system modeled after the best known to American education, has been clearly presented in the reports for those years.

Such extension of the school system as was accomplished during 1907-8 was made under the legislation and with the working organization effected by my able and scholarly predecessors. During that year, however, it was necessary to devote considerable time to a careful study of conditions as they then existed, and to the work of securing such legislation as would make possible both the extension of the school system and its more complete development in accordance with American ideals.

EXTENSION OF THE SCHOOL SYSTEM.

The desired legislation was secured, as explained in last year's report, and thus (a) the funds at the disposal of the department were materially augmented; (b) the income of school boards throughout the island was increased 32.35 per cent; (c) large amounts were made available for the construction of school buildings; and a reorganization was effected which has made possible a large increase in the school enrollment and much closer and more expert supervision of the work throughout the island without proportionate increase in expense.

For detailed information regarding the school enrollment, etc., the reader is referred to tables included in the exhibits to this report. The following summary, however, shows the increase in enrollment for 1908-9 over 1907-8, and also over 1906-7, as indicated by the census taken on March 1 of each year:

Summary.

	March 1—		Increase.	Increase for one year.
	1908.	1909.		
1. Secondary schools ^a	336	519	183	54
2. Common schools.....	62,501	82,654	20,153	32
3. Special schools.....	3,265	4,063	798	24
All public schools.....	66,102	87,236	21,134	32

^a Including the normal department of the University of Porto Rico, to which, as to the high schools of the island, pupils are admitted upon presentation of the eighth-grade diploma issued by this department.

Summary—Continued.

	March 1—		Increase 1909 over 1907.	Increase for two years.
	1907.	1909.		
1. Secondary schools ^a	278	519	241	87
2. Common schools.....	51,804	82,654	30,850	60
3. Special schools.....	2,903	4,063	1,160	40
All public schools.....	54,985	87,236	32,251	59

^a Including the normal department of the University of Porto Rico, to which, as to the high schools of the island, pupils are admitted upon presentation of the eighth-grade diploma issued by the department.

The increase of 59 per cent in the census, as shown above, and the increase of 58 per cent in the average daily attendance, from 47,277 in 1906-7 to 74,522 in 1908-9, show to what extent the department has been successful in the further extension of the school system during these years. The following tables show the average number of graded and rural schools open during each term of 1907-8 and 1908-9.

(Preparatory teachers constitute a group by themselves, but are in charge of rural schools in or near urban centers where they receive regular instruction from teachers of greater training and experience.

A room in which the teacher enrolls 40 or 50 pupils for the morning session of each day and another 40 or 50 for the afternoon is said to have a "double enrollment."

Total number of rooms, schools, and teachers.

EACH TERM, 1907-8.

	First term.	Second term.	Third term.	Average.
1. Graded rooms.....	563	566	564	564.3
Double enrollments.....	27	24	24	25
2. Rural rooms.....	618	630	625	624.3
Double enrollments.....	68	75	75	72.6
3. Preparatory rooms.....	99	99	97	96.3
Double enrollments.....	13	15	16	14.6
Total common schools.....	1,388	1,409	1,401	1,399
4. Teachers in charge of rooms.....	1,280	1,295	1,286	1,287
5. Principals and special teachers without rooms.....	59	57	54	57
6. Teachers, common schools.....	1,339	1,352	1,340	1,344

EACH TERM, 1908-9.

1. Graded rooms.....	655	669	664	663
Double enrollments.....	58	70	68	65
2. Rural rooms.....	819	822	811	817
Double enrollments.....	149	229	265	214
3. Preparatory rooms.....	91	89	88	89
Double enrollments.....	33	33	32	33
Total common schools.....	1,805	1,912	1,928	1,881
4. Teachers in charge of rooms.....	1,565	1,580	1,563	1,569
5. Principals and special teachers without rooms.....	55	41	38	45
6. Teachers, common schools.....	1,620	1,621	1,601	1,614

ECONOMIES MAKING GREATER EXTENSION POSSIBLE.

While in the report for 1907 it appears there were 7 principals with supervisory duties only, last year there were 10. In 1907, however, there were 58 special teachers, of whom 56 were not in charge of rooms and 43 were special teachers of English.

In the 1907 report we read: "It also denotes progress that what by common consent is the least effective method of imparting a knowledge of English (namely, teaching it as a special subject) is the form of instruction which is least frequent." In other words, training in English was given principally through its daily use in the school room as the medium of instruction in science, mathematics, history, etc.

During the past two years, as conditions changed in the different towns of the island, it has become possible to transfer the 43 special teachers of English above mentioned, by putting each in charge of a room and arranging for them to exchange work at certain hours daily with Porto Rican teachers less competent to give instruction in English as a language subject. Meanwhile, the total number of principals and special teachers not in charge of rooms has been decreased from 63 in 1907 to 57 in 1908, and to 45 in 1909.

It will be seen that by the economies thus effected a much larger sum has been saved for the payment of actual "room teachers" than has been added during these years to the total devoted to the work of supervision as elsewhere indicated. Moreover, had the number of special teachers not in charge of rooms been increased in proportion as the average attendance grew (from 47,277 in 1906-7 to 74,522 in 1908-9), there would have been in 1908-9 a total of 100 (55 more than were actually so employed, and their salaries at \$675 each would have amounted to \$37,125). The salaries of 16 supervising principals added to the supervising force last year at \$1,200 each amounted to \$19,200. The salaries of those 19 supervising principals who succeeded the 19 superintendents previously employed, as shown in the budget of 1908, amount to \$23,800; while the appropriation for the salaries (and for traveling expenses of \$50 per month) of the 19 superintendents had been \$30,150.

It is true that school boards pay supervising principals \$20 per month for house and office rent, and may also, with the approval of the commissioner, pay a monthly gratification.

Prior to 1908-9 they paid considerable sums so the superintendents then employed. It is evident, therefore, that the reorganization effected under the legislation of 1908 was accomplished, as above stated, without proportionate increase in expense. To what extent that reorganization has resulted in the improvement of the daily school work will appear in a later paragraph. There can be little doubt, however, that the extension of the school system accomplished during 1908-9 could hardly have been attained without some such increase in the number of supervising officials; first, because of the already large number of schools for which each was responsible, and second, because of the great distance between rural schools and the difficulties incident to travel on horseback over trails which at certain seasons are well nigh impassable.

Since July 1, 1909, in compliance with the law, the number of districts has been increased to 43. It is probable that the present organization will permit of effective work and that no increase in this number will be necessary for some years. The average area of these 43 districts, however, is 84 square miles. In no one of them are there less than 20 schools and, since for the smallest three principals having all the legal qualifications have been appointed as "acting" supervising principals, no one of those regularly appointed will be in charge of less than 1,000 pupils, as shown by the following table:

Table showing the enrollment in each of the 43 districts now organized.

Districts for 1909-10.	March 1—				End of year 1908-9.
	1906.	1907.	1908.	1909.	
1. Ponce.....	3,902	3,613	3,731	5,774	5,603
2. San Juan.....	2,656	3,039	3,249	4,441	4,146
3. Mayaguez.....	2,141	2,018	2,096	3,101	3,221
4. Arecibo.....	1,973	2,017	2,522	3,068	2,879
5. Utuado.....	1,381	1,433	1,884	2,489	2,379
6. Aguadilla and Moca.....	1,563	1,973	2,189	2,447	2,964
7. Añasco: Rincon and Aguada.....	1,527	1,592	1,742	2,433	2,790
8. Fajardo.....	1,293	1,328	1,543	2,367	2,271
9. Bayamon.....	2,595	1,688	2,112	2,362	2,196
10. Juana Diaz.....	1,983	1,505	1,466	2,211	2,173
11. Carolina and Loiza.....	1,073	1,170	1,545	2,206	2,002
12. Caguas and San Lorenzo.....	1,951	1,439	1,672	2,116	2,138
13. San German.....	1,363	1,226	1,315	2,052	1,958
14. Manati.....	949	1,407	1,763	2,043	2,126
15. Yauco.....	1,560	1,399	1,867	2,003	2,172
16. Lajas and Sabana Grande.....	1,543	1,434	1,691	1,997	2,009
17. Corozal and Morovis.....	377	783	1,033	1,865	1,805
18. Cayey and Cidra.....	923	802	1,300	1,818	1,813
19. Toa Baja: Toa Alta and Dorado.....	929	1,065	1,178	1,670	1,507
20. Comerio: Naranjito and Aguas Buenas.....	759	1,165	1,155	1,635	1,574
21. Coamo.....	1,244	739	1,291	1,618	1,656
22. Isabela and Quebradillas.....	777	857	1,453	1,613	1,803
23. Cabo Rojo.....	999	938	1,155	1,604	1,551
24. Humacao.....	844	972	1,098	1,595	1,549
25. Vega Baja and Vega Alta.....	1,034	1,106	413	1,569	1,651
26. Gauyanilla and Peñuelas.....	(a)	938	1,262	1,563	1,470
27. Arroyo and Patillas.....	308	659	1,023	1,542	1,461
28. Gauyama.....	1,462	1,083	1,253	1,523	1,416
29. Yabucoa and Maunabo.....	698	669	1,118	1,495	1,483
30. Juncos and Gurabo.....	(a)	779	958	1,487	1,644
31. Maricao and Las Marias.....	650	1,131	1,167	1,485	1,432
32. Lares.....	923	1,238	1,274	1,452	1,386
33. Rio Piedras and Trujillo Alto.....	861	1,231	1,494	1,450	1,373
34. Ciales.....	580	608	1,057	1,441	1,586
35. Aibonito and Barranquitas.....	462	821	1,236	1,439	1,494
36. San Sebastian.....	1,201	1,180	1,180	1,438	1,356
37. Salinas and Santa Isabel.....	427	947	1,119	1,418	1,418
38. Camuy and Hatillo.....	1,185	994	1,235	1,284	1,290
39. Rio Grande.....	1,154	735	957	1,346	1,322
40. Adjuntas.....	765	674	732	1,150	1,132
41. Naguabo.....	442	429	677	967	904
42. Barros.....	946	575	794	913	922
43. Vieques.....	b 465	374	726	750	728
Normal practice school (not under department) Culebra (under department).....		35	126	272	260
				144	122
	49,370	51,804	62,501	82,654	82,173

^a Included with other municipalities in 1906 census.^b Including Culebra.

EFFORT TO ARRANGE FOR AN EQUITABLE AND ECONOMICAL ALLOTMENT OF SCHOOLS.

I have shown above that a total of 32,251 pupils have been added to the public-school enrollment in two years, and have emphasized the fact that the average daily attendance in all schools has increased from 47,277 to 74,522. The extent of the work done by supervising principals is evident from the above table, in which the results attained in each of the present districts appear.

After careful study of conditions it became evident this summer that every possible economy must be effected by exercising caution in the allotment of schools, lest some municipalities should have more graded teachers than their enrollment within urban limits would justify and our salary fund be thus unnecessarily depleted, while others might be left without the number of schools required for the proper accommodation of their pupils—a condition for which there would be no remedy without the creation of a deficiency by this department.

There was also the possibility that for municipalities where unusual interest in education was generally characteristic of the people there might be allotted more rural or preparatory schools than conditions would justify, while an insufficient number were granted to municipalities in which the people showed less ability or were less insistent in presenting both their needs and their own financial ability to cooperate, as the law provides, by the payment of house rent to teachers and by the proper maintenance and equipment of school buildings.

Tables showing the graded, the rural, and the total common-school enrollment were therefore prepared; and to each was added a column showing the actual number of pupils June 24, 1909. The allotment for 1909-10 was based upon these figures, the failure of the legislature of 1909 to pass an appropriation act having prevented action until the passage of the Olmsted law in July.

ENROLLMENT.

It is hoped that the following tables will be found of interest by those who desire to understand existing conditions in the island. From the first of these it appears that on March 1, 1907, the municipalities of Ponce and San Juan had an enrollment in the graded schools of more than 2,000 each. No other municipality reported as many as 1,000 on that date, but in 1909 five districts report more than 1,000 each.

Table showing increase in the enrollment of graded schools.

Municipality.	March 1—			Pupils at end of year 1908-9.
	1907.	1908.	1909.	
Ponce.....	2,183	2,361	3,891	3,724
San Juan.....	2,245	2,647	3,330	3,129
Mayaguez.....	964	922	1,457	1,463
Fajardo.....	809	888	1,278	1,217
Arecibo.....	967	1,082	1,208	1,134
Yauco.....	816	995	991	997
Bayamon.....	647	695	934	883
Manati.....	591	763	910	925
Guayama.....	704	762	865	808
Caguas.....	634	637	790	797
San German.....	486	663	721	690
Humacao.....	432	453	672	651
Aguadilla.....	611	749	670	778
Utuado.....	547	533	604	576
Cayey.....	301	466	585	559
Coamo.....	423	436	506	509
Juana Diaz.....	345	367	483	452
Vega Baja.....	343	343	468	457
Añasco.....	303	361	447	568
Carolina.....	268	367	439	424
Cabo Rojo.....	259	357	400	383
San Sebastian.....	337	339	388	344
Rio Grande.....	188	302	384	397
*Rio Piedras.....	488	514	380	352
Adjuntas.....	306	296	370	342
Yabucoa.....	231	216	365	348
Alibonito.....	248	334	364	347
Lares.....	261	252	354	331
Juncos.....	200	210	353	378
Ciales.....	213	256	346	340
Vieques.....	284	368	313	293
Lajas.....	155	169	294	270
Santa Isabel.....	186	246	285	235
Patillas.....	174	158	281	266
Arroyo.....	226	213	266	260
Naguabo.....	199	316	259	241
Maricao.....	147	207	254	245
Salinas.....	189	256	251	249
San Lorenzo.....	253	262	250	292
Toa Baja.....	176	153	249	238
Guayanilla.....	153	186	247	234
Camuy.....	202	229	238	212
Gurabo.....	174	222	225	267
Peñuelas.....	161	194	222	219
Isabela.....	232	168	222	239
Comerio.....	90	169	216	208
Barros.....	135	177	213	220
Cidra.....	146	185	212	211
Quebradillas.....	146	166	205	182
Aguas Buenas.....	93	143	204	173
Vega Alta.....	186	182	199	178
Maunabo.....	64	57	199	197
Toa Alta.....	132	119	198	182
Barranquitas.....	142	198	195	184
Aguada.....	160	192	186	211
Corozal.....	111	150	185	179
Moca.....	193	176	184	295
Hatillo.....	109	151	160	122
Sabana Grande.....	118	160	156	157
Las Marías.....	206	142	146	130
Morovis.....	85	95	141	133
Dorado.....	100	101	106	100
Loíza.....	160	111	99	85
Trujillo Alto.....	98	79	93	90
Rincón.....	92	87	92	135
Naranjito.....	44	49	77	77
*Practice school, University of Porto Rico.....			272	260
Total.....	22,870	25,702	32,547	31,769

The following table shows that the number of municipalities reporting more than 1,000 rural pupils had increased from 5 in 1907 to 18 in 1909.

It is interesting to note that the number attending on June 24 was even greater than the number reported on March 1, and that in the municipality of Loiza the enrollment had also reached the thousand mark.

Table showing increase in the enrollment of rural and preparatory schools.

Municipality.	March 1—			Pupils at end of year 1908-9.
	1907.	1908.	1909.	
Utuado.....	886	1,351	1,885	1,803
Ponce.....	1,430	1,370	1,883	1,879
Arecibo.....	1,050	1,440	1,860	1,745
Juana Diaz.....	1,160	1,099	1,728	1,721
Mayaguez.....	1,054	1,174	1,644	1,758
Bayamon.....	1,041	1,417	1,428	1,313
San German.....	740	752	1,331	1,268
Cabo Rojo.....	679	798	1,204	1,168
Manati.....	816	1,000	1,133	1,201
Aguadilla.....	765	898	1,119	1,265
Coamo.....	316	855	1,112	1,147
San Juan.....	794	602	1,111	1,017
Lares.....	977	1,022	1,098	1,055
Ciales.....	395	808	1,095	1,246
Fajardo.....	519	655	1,089	1,054
San Sebastian.....	843	841	1,050	1,012
Lajas.....	507	634	1,013	1,012
Yauco.....	583	872	1,012	1,175
Rio Grande.....	547	655	962	925
Loiza.....	161	487	941	831
Añasco.....	569	575	936	1,000
Humacao.....	540	645	923	928
Corozal.....	267	331	848	830
Adjuntas.....	368	436	780	790
Las Marias.....	527	603	746	725
Carolina.....	581	580	727	662
Yabucoa.....	294	605	726	734
Naguabo.....	230	361	708	663
Barros.....	440	617	700	702
Morovis.....	320	457	691	663
Isabela.....	317	595	674	892
Toa Alta.....	113	295	659	650
Guayama.....	379	491	658	608
Guayanilla.....	337	564	654	629
Rio Piedras.....	414	571	639	621
Cayey.....	252	378	626	645
Patillas.....	158	413	611	568
San Lorenzo.....	74	291	544	494
Sabana Grande.....	654	528	534	570
Caguas.....	478	482	532	555
Quebradillas.....	163	504	512	498
Vega Baja.....	378	527	501	574
Barranquitas.....	191	361	494	488
Juncos.....	248	346	492	505
Moca.....	404	368	474	626
Aguada.....	297	384	473	505
Hatillo.....	254	435	460	517
Salinas.....	219	282	458	456
Naranjito.....	399	363	446	313
Peñuelas.....	287	318	440	388
Vieques.....	90	358	437	435
Camuy.....	420	420	426	439
Santa Isabel.....	353	335	424	478
Comerio.....	351	277	418	509
Gurabo.....	157	180	417	494
Vega Alta.....	199	231	401	442
Cidra.....	103	271	395	398
Albonito.....	240	343	386	475
Arroyo.....	101	239	382	367
Maricao.....	251	215	339	332
Trujillo Alto.....	231	330	338	310
Rincon.....	171	143	299	371
Toa Baja.....	387	361	291	221
Aguas Buenas.....	186	154	274	294
Maunabo.....	80	240	205	207
Dorado.....	155	149	167	116
Culebra.....	35	126	144	122
Total.....	28,934	36,799	50,107	50,404

With the exception of Vega Baja, Toa Baja, and Maunabo, it will be noted that no municipality showed a decrease in 1909 as compared with 1908. In the three places mentioned, pupils formerly enrolled in rural schools had been transferred to graded schools newly opened.

Increase in enrollment:

	Per cent.
1908 over 1907.....	27.18
1909 over 1908.....	46.17
1909 over 1907.....	73.18

Comparing the enrollment for all common schools, as indicated in the following table, we see that while there were in 1907, 4 municipalities enrolling more than 2,000 pupils, there were 11 on March 1, 1909.

Table showing increase in the enrollment for all common schools.

[Used to determine the total number of teachers which should be allotted to the respective municipalities.]

Municipality.	March 1—			Pupils at end of year 1908-9.
	1907.	1908.	1909.	
Ponce.....	3,613	3,731	5,774	5,603
San Juan.....	3,039	3,249	4,441	4,146
Mayaguez.....	2,018	2,096	3,101	3,221
Arecibo.....	2,017	2,522	3,068	2,879
Utuado.....	1,433	1,884	2,489	2,379
Fajardo.....	1,328	1,543	2,367	2,271
Bayamon.....	1,688	2,112	2,362	2,196
Juana Diaz.....	1,505	1,466	2,211	2,173
San German.....	1,226	1,315	2,052	1,958
Manati.....	1,407	1,763	2,043	2,126
Yauco.....	1,399	1,867	2,003	2,172
Aguadilla.....	1,376	1,647	1,789	2,043
Coamo.....	739	1,291	1,618	1,656
Cabo Rojo.....	938	1,155	1,604	1,551
Humacao.....	972	1,098	1,595	1,579
Guyama.....	1,083	1,253	1,523	1,416
Lares.....	1,238	1,274	1,452	1,386
Ciales.....	608	1,057	1,441	1,586
San Sebastian.....	1,180	1,180	1,438	1,356
Anasco.....	872	936	1,383	1,568
Rio Grande.....	735	957	1,346	1,322
Caguas.....	1,112	1,119	1,322	1,352
Lajas.....	662	803	1,307	1,282
Cayey.....	553	844	1,211	1,204
Carolina.....	849	947	1,166	1,086
Adjuntas.....	674	732	1,150	1,132
Yabucoa.....	525	821	1,091	1,079
Loiza.....	321	598	1,040	916
Corozal.....	378	481	1,033	1,009
Rio Piedras.....	902	860	1,019	973
Vega Baja.....	721	870	969	1,031
Naguabo.....	429	677	967	904
Barros.....	575	794	913	922
Guayanilla.....	490	750	901	863
Isabela.....	549	763	896	1,131
Las Marias.....	733	745	892	855
Patillas.....	332	571	892	834
Toa Alta.....	245	414	857	832
Juncos.....	448	556	845	883
Morovis.....	405	552	832	796
San Lorenzo.....	327	553	794	786
Alibonito.....	488	677	750	822
Vieques.....	374	726	750	728
Quebradillas.....	308	670	717	680
Salinas.....	408	538	709	705
Santa Isabel.....	539	581	709	713
Sabana Grande.....	772	688	690	727
Barranquitas.....	383	559	689	672
Camuy.....	631	640	664	651
Pefiuelas.....	448	512	662	607
Aguada.....	457	576	659	716
Moca.....	597	542	658	921
Arroyo.....	327	452	648	627
Gurabo.....	331	402	642	761
Comerio.....	441	446	634	717
Hatillo.....	363	586	620	639
Cidra.....	249	456	607	609
Vega Alta.....	385	413	600	620
Maricao.....	398	422	593	577

Table showing increase in the enrollment for all common schools—Continued.

Municipality.	March 1—			Pupils at end of year 1908-9.
	1907.	1908.	1909.	
Toa Baja.....	565	514	540	459
Naranjito.....	445	412	523	390
Aguas Buenas.....	279	297	478	407
Trujillo Alto.....	329	409	431	400
Muanabá.....	144	297	404	404
Rincon.....	263	230	391	506
Dorado.....	255	250	273	216
Practice school, University of Porto Rico.....	35	225	272	260
Culebra.....		126	144	122
Total.....	51,804	62,501	82,654	82,173

EFFICIENCY IN THE SCHOOLS.

I shall attempt to show that during the past two years the department has not only increased the number of schools and the average attendance, but has also made real progress in the effort to secure a higher degree of efficiency along strictly educational lines.

Previous to the reorganization of the supervisory force effected under the legislation of 1908, the districts as arranged for purposes of supervision were so large, averaging about 190 square miles, that most of the 19 superintendents spent a great portion of their time in travel and a relatively small amount in actual inspection of the work done by teachers and pupils. Thus it happened that for 1906-7 a total of 3,128 visits of inspection were reported by the 19 district superintendents (2.7 visits per school); while they and the teachers assigned as their assistants made a total of 3,961 visits (3.5 per school).

During 1908-9, the 35 supervising principals, whose districts were smaller (while at the same time the schools were more numerous), made a total of 17,639 visits—an average of 9.4 per school.

It will be evident that greater efficiency in the daily work could hardly fail to result from more frequent inspection, and the statistical tables, showing the large increase in the number of those in the upper grades, seem to prove that there has been a very real improvement in the character of the work done.

From the following table it appears that on March 1, 1907, of the pupils in the graded schools 7.1 per cent were above the fifth grade and 13.1 per cent above the fourth; while on March 1, 1909, there were 9.3 per cent above the fifth grade and 16.9 per cent above the fourth, in spite of the fact that the total enrollment had been increased 59 per cent, and this gain had increased the enrollment of the lower grades rather than the upper, because the thousands of newly admitted pupils had never before enjoyed the advantages of school life:

Percentage of pupils enrolled in each grade the 1st of March.

Grade.	Graded schools.			Rural schools.		
	1907.	1908.	1909.	1907.	1908.	1909.
Eighth.....	1.3	1.7	1.9	(a)	(a)	(a)
Seventh.....	2.2	2.5	2.7	(a)	(a)	(a)
Sixth.....	3.6	3.7	4.7	(a)	(a)	(a)
Fifth.....	6.1	6.9	7.6	(a)	(a)	(a)
Fourth.....	11.4	11.2	11.7			0.5
Third.....	17.5	18.4	15.9	9.8	9.0	8.8
Second.....	25.5	25.4	24.6	22.3	21.9	20.5
First.....	32.4	30.2	30.9	67.9	69.1	70.2
	100.0	100.0	100.0	100.0	100.0	100.0

^a No pupils above fourth grade in rural schools.

During July, 1908, a study of the school statistics revealed the fact that much greater interest in upper-grade work might be aroused by publishing a table which should show which municipalities were doing the most to keep their older boys and girls in school. Such a table was issued August 11, 1908.

On October 29, 1908, attention was again directed to this matter by a circular letter to supervising principals, and copies thereof, after translation into Spanish, were sent to the school boards of the island. Later on, personal letters were sent to many who had expressed an interest in the matter.

Moreover, the course of study for eighth-grade pupils was strengthened by the introduction of some of the latest and best text-books for pupils of that grade. This awakened not only among the pupils of that grade, but among those of the seventh and sixth, a new interest in the subjects taught in the common schools and encouraged them to remain in school. The results of this work are more or less evident from the table which follows. It will be noted that there has been a considerable increase in the number of municipalities maintaining seventh and eighth grade work.

Percentage of graded-school enrollment found in seventh and eighth grades.

	March 1—			
	1908.		1909.	
	Per cent.	Pupils.	Per cent.	Pupils.
Arroyo.....	21.60	46	12.40	33
Añasco.....	10.25	37	8.95	40
Pefuelas.....	8.25	16	7.65	17
Rio Grande.....	4.30	13	7.54	29
Rio Piedras.....	14.98	77	7.51	49
Juncos.....	8.10	17	7.36	26
Morovis.....			7.09	10
San Sebastian.....	7.06	27	6.96	27
Caguas.....	4.39	28	6.71	53
Yabucoa.....	8.79	19	6.57	24
San German.....	5.86	33	6.38	46
Coamo.....	7.57	33	6.32	32
Bayamon.....	3.88	27	6.31	59
Cayey.....	9.65	45	6.15	36
Loiza.....			6.06	6
Guayama.....	3.80	29	6.01	52
Juana Diaz.....	6.81	25	6.00	29
Carolina.....	4.90	18	5.92	26
Lares.....	8.73	22	5.65	20
San Juan.....	5.36	142	5.58	186
Adjuntas.....	6.08	18	5.40	20
Manati.....	3.93	30	5.38	49
Mayaguez.....	6.18	57	5.35	78
Ponce.....	6.56	155	5.29	206
Vega Baja.....	4.66	16	4.91	23
Arecibo.....	3.50	38	4.80	58
Utuado.....	3.57	19	4.80	29
Vieques.....	2.17	8	4.79	15
Fajardo.....	3.00	27	4.38	56
Aguadilla.....	3.20	24	4.17	28
Naguabo.....			3.86	10
Humacao.....	1.77	8	3.72	25
Cabo Rojo.....			3.50	18
Lajas.....			3.40	10
Corozal.....			3.24	6
Guayanilla.....			3.24	8
Ciales.....			2.89	10
Camuy.....			2.52	6
Aibonito.....			2.47	9
Cidra.....			2.36	5
Yauco.....	1.81	18	2.32	23
Isabela.....			2.25	5
Aguada.....			1.61	3
		1,072		1,500
On graded enrollment, 43 towns.....		4.91		5.34
On graded enrollment, entire island.....		3.27		4.61

Comparative statement of the number in the common schools above the fourth grade.

Grade.	1906.	1907.	1908.	1909.	After the promotions June 24, 1909.
Eighth.....	325	296	434	620	931
Seventh.....	473	509	638	880	1,271
Sixth.....	742	833	942	1,538	2,190
Fifth.....	1,451	1,392	1,793	2,460	3,295
Above fourth grade.....	2,991	3,030	3,807	5,498	7,687

The number doing ninth-grade work on March 1, 1909, was 196, and the number promoted to that work on June 24 was 481.

In the rural schools prior to 1908-9 the course of study provided for pupils of the first, second, and third grades only. A six-year course closely articulated with that for the graded schools is now in force.

Grade.	1906.	1907.	1908.	1909.	After the promotions June 24, 1909.
Fifth.....				230	427
Fourth.....				230	3,892
Third.....	3,030	2,842	3,298	4,392	8,614
Second.....	6,393	6,453	8,072	10,281	18,827

The table shows that more pupils were promoted to the fifth grade in June than had been reported in the fourth on March 1. In many districts the older pupils had not been doing the advanced work for which they were prepared, because the opportunity to do it had never been granted them. Their response to efforts intended to promote their welfare is but another evidence of the opportunity which exists for doing constructive work along educational lines at this period in the history of the island.

READJUSTMENTS TENDING TO INCREASE EFFICIENCY.

In order to secure greater efficiency in the actual supervision of the schools certain changes within the department were effected in 1908.

The one general superintendent employed prior to the legislation of 1908 served as chief of the division of supervision and statistics, and because of his statistical work was obliged to spend a large portion of his time in the offices of the department. Since July 1, 1908, the statistical work has been carried on under the direction of the assistant commissioner (who had had experience in such work in the Michigan state department of public instruction in 1889-90) and the chief of the division of records, while the former as chief of the division of supervision has directed the field work of the 3 general superintendents and 35 supervising principals.

This readjustment has made it possible for the general superintendents (one of whom has had 16 years experience as a high-school principal and city superintendent in the United States, while the others have been for some years in the service of this department) to devote a large portion of their time to actual field work. As college graduates and men of long experience in supervision they have rendered splendid service through consultation with school boards and supervising principals, by participating in teachers' institutes, delivering public addresses and illustrated lectures, and by organizing school banks, arranging for playgrounds, and establishing libraries in both rural and graded schools.

WORK OF THE COMMITTEE ON EXAMINATIONS.

During the past year all examinations held by the department have been in charge of a committee consisting of the assistant commissioner, the three general superintendents, and the chief of the division of records. This committee has exercised great care in the preparation of questions—striving, first, that these should not only be eminently fair to the candidates, whether teachers or pupils, and based directly upon the texts properly used in preparation, but that they should serve indirectly

to train those examined in the art of questioning others; and, second, that those examined might have their attention directed specifically to the importance of clear thinking and more logical reasoning, rather than to the mere memorizing of dates, facts, or tables.

Besides holding all the usual examinations for teachers' licenses, the committee has issued each term questions covering the work of all grades above the third in all the subjects of the curriculum.

Conditions, however, seem to indicate that, except for occasional tests in the different subjects which may be necessary for specific purposes, it will be best for this committee to devote less time to the preparation of questions and more to the preparation of outlines which shall aid the teachers of the common schools in their work. Final examinations for the eighth-grade diploma will probably be held at the close of each term during the coming year, and it may be desirable to arrange for uniform examinations on the work of the continuation schools.

Up to the present time pupils or teachers have been allowed to answer examination questions in either Spanish or English. The general knowledge of English would, however, seem to indicate that in the near future we should require that all papers be written in English, since it is easy to secure persons competent to mark papers written in English, while the difficulty of securing assistants competent to mark papers written in Spanish has greatly embarrassed the committee by making it impossible to send out reports as promptly as is desirable.

This is not a new problem in the department; but as the number of persons examined has greatly increased during the past few years, the problem has become more and more trying.

Table prepared by the committee on examinations showing the legal requirements determining the classification of teachers.

[Licenses may be issued only to persons of good health and character and not over 65 years of age.]

Special provisions.	Subjects required in examination.
For special license as preparatory teacher (see note 1): Not less than 16 nor more than 22 years of age, unmarried.	English language, Spanish language, arithmetic, geography, history of the United States and Porto Rico.
For license as rural teacher (see notes 2 and 3): Not less than 17 years of age...	Subjects for preparatory license; nature study, physiology and hygiene, methods of teaching.
For license as graded teacher (see notes 2 and 3): Age to be 19 years, experience 1 year, unless holder of normal elementary certificate.	Subjects required for rural license (except methods of teaching): Civil government of United States and Porto Rico and pedagogy.
For license as principal teacher (see notes 2 and 3): Age to be 21 years; experience, 2 years, or 1 year in Porto Rico if holder of normal diploma.	Subjects for graded license; also English literature, Spanish literature, elementary physics, algebra, geometry; other subjects required by commissioner on 6 months' notice.

NOTE 1.—To teach in rural schools enrolling not over 30 pupils. Must be in or very near town, under immediate supervision of supervising principal or principal teacher. Licenses renewable only upon examination. Maximum length of service, three years. Such service not a qualification for examination for higher licenses.

NOTE 2.—Rural, graded, and principal teachers; each divided into three classes. Three years' experience in Porto Rico necessary for advancement to second class, but diploma (or elementary certificate) from normal department of the University of Porto Rico admits holder to this class. Five years' experience in Porto Rico and life diploma necessary for advancement to first class; but holder of normal diploma, countersigned by commissioner, is then granted permanent license after two years' successful experience in a public school.

NOTE 3.—Licenses granted without examination to graduates of normal department of the University of Porto Rico, or of any accredited normal school, college, or university in the United States, and to holder of a first-class license from any State or county in the United States—provided candidates possess an elementary knowledge of Spanish.

ECONOMY EFFECTED IN THE MATTER OF TEXT-BOOKS.

The careful study of existing conditions which has been carried on by the division of supervision, and the preparation of such tables as were used in planning for a more equitable allotment of schools has been of service also to the division of property and accounts.

Accurate knowledge concerning the number of pupils expected in each grade of every municipality has made possible a more careful distribution of text-books so that in few districts are there any considerable number of books lying unused in the store-rooms.

This is a matter of much greater importance in Porto Rico than in many parts of the United States because here text-books deteriorate more rapidly when not in use.

While the course of study has been strengthened by the introduction of some new books, a saving has been effected by the purchase, so far as practicable, for each grade of volumes containing but little material in excess of what is needed for the work of that grade. This is in accordance with the generally accepted theory that there is economy, wherever text-books are furnished free to the pupils, in buying, for example, a three-book rather than a two-book series in arithmetic, and in purchasing readers by grades rather than such as contain material considerably in excess of the pupils' needs.

It is believed that this procedure is an advantage also from a pedagogic standpoint, because pupils derive greater satisfaction from their work when each year they complete all essential portions of the books supplied. And, moreover, they enter upon each year's work with greater interest and enthusiasm when they take up books with which they are not already familiar.

DOUBLE ENROLLMENTS AND THE INTERLOCKING SYSTEM.

Several years ago double enrollments were established in some of the lower grades and in a number of the rural schools. Under this arrangement a teacher enrolls from 45 to 55 pupils for the morning session and approximately the same number for the afternoon. On the theory that a half a loaf is better than no bread, some have considered this an excellent arrangement because the influence of the schools has been extended to a larger number. But, after all, it is probable that children of the first, and even those of the second grades, can gain nearly as much book knowledge as it is possible for them to grasp and retain by attending a single session daily, and it was therefore wise economy, not only of buildings and equipment but of the teaching force as well, that double enrollments have been established and maintained.

But children above the second grade may profitably spend a longer time each day in the school room. To arrange for this without increasing the expense for school grounds, buildings, or equipment the "interlocking system" was introduced at Bayamon in October, 1908.

With 250 pupils enrolled for a 4-room building, and 150 others outside for whom there were no accommodations, a condition and not a theory confronted the school board. They had approximately \$12 unappropriated in their budget for the year. Under these conditions a readjustment was effected, and two additional teachers of English, to whom school boards do not pay house rent, were allotted by the department.

Eight teachers were then assigned to the 4-room building available. Four of these used the building from 7.30 to 9.45 a. m. and from 12.30 to 2.30 p. m., thus giving instruction to 200 children.

The other four teachers, with the remaining 50 pupils already enrolled and the 150 who had been without educational opportunities, used the building from 10 a. m. to 12.15, and from 2.45 to 4.45 p. m.

The success of this experiment so far as it affected only second, third, and fourth grade children was sufficient to warrant a trial of the plan in other parts of the island, and everywhere the results were gratifying. This arrangement has not been approved, however, where pupils above the fourth or fifth grade would be affected, since four and a quarter hours are hardly sufficient for the work of the fifth grade. Yet it has been the intention that a teacher working under the "interlocking system" should put in a half hour in the morning with one-half of her pupils on the playground or in the school garden, and the same amount of time with the rest of her pupils in the afternoon.

Where pupils of the higher grades are to do work in elementary agriculture, manual training, or domestic science, there would seem to be no reason why the regular school rooms should not be utilized for an interlocking system, and twice as many pupils accommodated, because much of the book work done by the pupils can be made clearer during the laboratory, shop, or garden exercises, thus making long hours in the class room unnecessary, if not, in fact, a disadvantage.

INSTRUCTION IN ENGLISH.

Speaking of the gratifying progress which was being made in English, Commissioner Falkner, in his report for 1907, said:

"So great an impetus has been given this work in the past year that the time seems not far distant when the graded schools throughout the island will be taught exclusively in the English language. It is the more creditable that this result will be achieved through the efforts of the Porto Rican teachers, who are rapidly qualifying themselves to teach in English."

The following table appears in his report for that year:

	1905-6.	1906-7.
1. Schools taught wholly in English by American teachers.....	37	74
2. Schools taught partly in English by American teachers.....	34	35
3. Schools taught wholly in English by Porto Rican teachers.....	37	128
4. Schools taught partly in English by Porto Rican teachers.....	52	152
Total.....	160	389

The elementary, intermediate, and advanced courses in English for Porto Rican teachers have been maintained during the past two years as required by law; while through institutes held during the summer of 1908, and by special courses offered this past summer in the eight weeks' session of the University of Porto Rico, and in the summer school of eight weeks maintained by the department at Ponce, the teachers of the island have been given opportunity to acquire still greater proficiency in the use of English.

To stimulate interest, the books used in the regular teachers' courses during 1907-8 were replaced by others somewhat more difficult but possibly more attractive in 1908-9 and each of these courses has been materially strengthened for 1909-10. Moreover, a carefully prepared outline of each course is already in the hands of the printer. The books to be used this year are as follows: Elementary course, Flounder's Language and Grammar, the text used by pupils of the fifth grade; intermediate course, Guide Book to English, Book II, the text used by pupils of the eighth grade; advanced course, How to Teach Reading, by Briggs and Coffman of the Charleston (Ill.) State Normal School.

It may be worth while to call attention to the fact that more than 200 of the rural teachers employed last year were enrolled in the advance course in English.

The following table shows to what extent schools were taught in English during 1908-9:

	English as special subject.	Partly in English.	Wholly in Eng- lish.	In Span- ish.	Total.
1. Graded rooms taught by— (a) Teachers of English.....			149		149
(b) English graded teachers.....			224		224
(c) Graded teachers.....	11	64	69	a 146	
All graded rooms.....	11	64	442	146	663
Percentages.....	1.7	9.6	66.7	22.0	100
2. Rural rooms.....	149	174		494	817
3. Preparatory rooms.....	3	9		77	89
Total rural and preparatory.....	152	183		571	906
Percentages.....	16.8	20.2		63.0	100
4. All rooms (common schools).....	163	247	442	717	1,569
Percentages.....	10.4	15.7	28.2	45.7	100

a English was taught in 19 of these rooms as a special subject by teachers of English and English graded teachers.

The treatment of this subject would be wholly inadequate if special attention were not directed to two other points:

(1) In the municipality of Ponce, where there were 3,891 pupils in the graded schools on March 1, 1909, all instruction was given in English during the past year

except as Spanish was taught as a language subject, while the phenomenal work done by Porto Rican teachers in the 38 first grades was of special interest to all visitors. Supervising principals from other districts were so enthusiastic over the results obtained in these rooms that during the eight weeks' summer school the same methods were used in a model school which attracted a large number of visitors daily.

(2) The revision of the course of study which has been in progress during the past 18 months has made it possible to provide a separate text-book in English for the pupils of each grade throughout the graded systems, and this has already stimulated both teachers and pupils to greater effort, while the large increase in the number of Porto Rican teachers licensed to teach in English has made it possible, as explained elsewhere in this report, to put the entire graded system, enrolling approximately 35,000 pupils, upon an English basis for 1909-10. Thus the prediction made by Commissioner Falkner in his report for 1907 has its fulfillment.

In planning for the assignment of teachers to the graded schools, supervising principals and school boards have been advised to assign their strongest English graded teachers to the first grade and those of nearly equal proficiency in English to the second grade.

This plan was suggested because, while all the first-grade pupils will have a knowledge of spoken Spanish before entering school and can therefore master the reading of Spanish easily and quickly as soon as they get along into grades 2 and 3, it has proved especially to their advantage to familiarize themselves with written and printed English during their first year in school. The results attained in the 38 first-grade schools of Ponce during the past year, under the strong English graded teachers assigned to those schools, were so exceedingly satisfactory that there is little doubt that all will be pleased with the results of this procedure.

In the next higher grades, if there are a number of graded teachers not authorized to teach in English, they are to arrange for the "half and half" plan, so that pupils taught wholly in English during one half day shall do their work in Spanish during the other.

Some such arrangement as this must of necessity continue here and there for a few years until all the teachers employed in the graded system can be licensed to teach in English. So many have already received this license, however, that in the allotment of July 24 three-fourths of all the graded schools were assigned to teachers who might be expected to do all their work in English, while the others were so distributed that it will easily be possible for them to exchange work for parts of each day, as suggested above, with the American or English graded teachers.

Thus the whole graded system goes to an English basis without working a hardship to anyone.

CONFERENCES ON COURSE OF STUDY.

During the spring and summer of 1908, first through conferences with the most experienced district superintendents and later in the institutes described in last year's report, we were gathering information and compiling data upon which to base a reorganization of the course of study made necessary by natural changes in the existing conditions, and designed especially to provide for the closer articulation (1) of the rural schools with those of the graded system, (2) that of all the "common schools" with the secondary schools of the island, and (3) that of the latter with the normal department of the University of Porto Rico.

After the opening of the schools in October, 1908, this work was continued by the organization of permanent committees of teachers in each district of the island. These committees made a careful study of the books available for use in the respective grades and of the skeleton outline for the curriculum, as prepared by the division of supervision, and each submitted detailed reports, which have been of no little value.

In March circular letters were issued outlining in detail plans which should make possible "flexible promotions" in the graded system of each municipality in harmony with the course of study, in which the work for each grade is arranged by periods of six weeks.

During May the high-school courses and those for the normal department of the University of Porto Rico were revised with much care by the assistant commissioner and the general superintendents in a series of conferences with the dean of the normal department.

Thus a complete readjustment of the course of study for all the schools has been accomplished, and the bureau of printing and supplies already has the course in type (Sept. 18, 1909).

COURSE OF STUDY FOR RURAL SCHOOLS.

Parts 1 and 2 of the course of study provide for six years' work in those rural districts in which instruction must be begun in Spanish; provide for work in English as a

language subject after the pupil's first year in school; and make it possible for him, upon completing the fourth grade, to continue his studies in the one room or in centralized rural schools through grades 5 and 6, in which most of his work will be done in English and from the same books used by pupils of those grades in the graded system.

Centralized or, as they were first designated, "special" rural schools in which only third and fourth grade work was done, the pupils coming from adjacent schools in which first and second grades were maintained, were established in the following districts during 1908-9: At Sabana Abajo, Carolina district; Arena Lejos, Arecibo district; Mora, Aguadilla district; Hormigueros, Mayaguez district; Palmarejo, San German district; in the agricultural school, Juan Diaz district, and in the agricultural school, Afiasco district.

It is presumed, however, that most of the pupils who continue in school after completing the fourth grade will enter the fifth grade of the graded system.

That the work in the upper grades of the rural schools might progress along right lines, the attention of supervising principals and school boards was specially requested in a recent circular letter to the importance of assigning those rural teachers most proficient in English to the schools in which the more advanced pupils were to be enrolled.

COURSE OF STUDY FOR GRADED SCHOOLS.

The course of study for the graded schools has been outlined by periods of six weeks, so that whenever a large number of groups or classes of any one grade are formed it will be practical to differentiate the work of these groups and provide for closer grading. This plan was outlined in detail in circular letters issued last March and went into immediate effect throughout the lower grades in all districts of the island. The results which followed during the spring term were very encouraging and seemed to justify our expectations in every particular.

Parts 1 and 2 of the course of study, as has been stated, deal with the work to be done in the six grades now authorized in the rural schools. Parts 3 and 4 cover the work of the graded schools for grades 1 to 6; part 5, that of the seventh and eighth grades and the ninth-grade work to be done in "continuation schools," established at numerous points throughout the island; while part 6 contains the course of study for the high schools established at Ponce, San Juan, Mayaguez, and Fajardo.

Under a new law passed in 1909 normal courses equivalent to those offered in the normal department of the University of Porto Rico have already been established in the high schools at Ponce, and it may become feasible to arrange for this work in the other high schools during the coming year. All of the work offered for first-year students at Rio Piedras is included in the ninth-grade courses of the "continuation schools" and high schools. It is hoped that this will warrant the trustees of the university in raising the entrance requirements of the normal department as soon as the necessary legislation can be secured.

FLEXIBLE PROMOTION PLAN.

During the past year special attention has been given to the needs of the rural schools and to the problem of making possible more rapid progress by pupils in all schools, both rural and graded.

While comparisons between the rate of advancement attained by pupils in Porto Rico and by those in the United States, where public schools have been longer established, are obviously of little value, it is none the less true that it is of great importance to the individual child and his parents, here as elsewhere, and likewise of great importance to society at large, that he shall advance as rapidly as his own physical and mental development will permit.

Pupils who are at any time unnecessarily discouraged by the failure of school officials to provide for their needs do not later on respond readily to the efforts of their teachers, while those who leave school feeling that they have been dealt with unfairly, or that the school work has been unprofitable, can scarcely be expected to aid enthusiastically in later years the cause of public education.

We read not infrequently of the "elimination of pupils from school," of the "retardation of pupils," and of "laggards in the school."

Unfortunately, few are ready to suggest definite plans for the better adjustment of the graded system to the needs of the pupils, although many experiments are being tried.

The flexible promotion plan, put into effect in the graded schools of the island last March, seems reasonably well adapted to the conditions which exist here. And the results, so far as it was possible to learn during the three succeeding months, were by no means discouraging.

The plan requires that the course of study be definitely outlined not simply for each grade but by terms, half terms, or quarters.

It will be understood that while most of the pupils change neither rooms nor teachers during any one school year the nomenclature adopted permits of designating each class quite properly at any time according to the work the pupils are doing on that day. Moreover, in any town having a large enrollment, as the work of each class is gradually differentiated from that of the other classes, the intervals between them will in most cases grow less, although it is conceivable that these intervals will be decidedly greater in some cases than in others.

In our experience, however, the intervals do grow less; and hence an individual pupil who finds the work of his class too difficult may arrange to drop back one class without losing a full year's work; while a pupil whose physical and mental powers warrant him in undertaking more difficult tasks may easily jump ahead into the next higher class, making up with little difficulty the small amount of work which intervenes between what he has been doing and what he wishes to undertake.

To put it briefly, the graded system ceases to be a Procrustean bed upon which children of different size, age, and mental power must be held by severe and unsympathetic mentors. The pupils, therefore, are not to be thought of as existing in order that a school system of eight grades or seven grades or nine grades may be maintained in the community. On the contrary, the system exists for the sole purpose of aiding the pupils in a wise and natural development of their individual powers, and the larger the enrollment the greater the opportunity to facilitate their progress.

Since our school year consists of thirty-six weeks, it was convenient to divide the work for each grade into parts usually requiring for their completion six weeks each. If a group or class of pupils are beginning second-grade work, the class is designated as the 2-1 class. When they begin the second term's work the class is known as the 2-3 class; and, at whatever time in the year they take up the work outlined for the last six weeks of the second grade, on that day the class becomes the 2-6 class. In other words, wherever the enrollment of each grade becomes large enough to permit of maintaining classes about six weeks apart there we are likely to have not simply 8 grades but 48.

It was foreseen that such an arrangement would be of great advantage in the primary grades of Porto Rico, because almost every municipality has within its urban limits, and often in the same building, several rooms of the first and several of the second grade, with two classes in each room.

But when the census reports of March 1 became available it was evident that the plan would be more generally advantageous than we had dared to hope, and that a large percentage of the 32,000 pupils belonging in the graded schools were to profit by its adoption.

The following table, issued on April 7, 1909, showed approximately the number of groups possible at that time in each grade of the graded system in 21 municipalities, and the number of pupils in those groups, these figures being based upon the census of March 1, 1909:

	Eighth.	Seventh.	Sixth.	Fifth.	Fourth.	Third.	Second.	First.	Total.
Ponce.....	4	5	7	10	15	18	28	70	3,891
San Juan.....	4	4	6	9	13	20	36	42	3,330
Fajardo.....		2	2	3	5	6	10	23	1,256
Mayaguez.....	2	2	3	5	4	11	13	19	1,457
Arecibo.....			3	5	5	5	15	14	1,150
Yauco.....			2	3	5	8	10	12	968
Guayanilla.....			2	2	4	6	8	12	813
Humacao.....			2	3	5	6	6	10	621
Manati.....		2	3	4	6	11	9	9	861
Vega Baja.....			2	2	2	2	4	8	428
San German.....		2	3	3	5	6	8	8	675
Cayey.....			2	3	4	5	5	8	525
Carolina.....				2	2	4	4	7	370
Bayamon.....		2	2	2	4	5	14	7	918
Añasco.....			2	2	2	2	5	4	407
Caguas.....				2	4	6	10	6	701
Coamo.....				2	4	4	2	6	449
Utuado.....				3	3	6	5	5	542
Juana Diaz.....				2	4	4	4	4	413
Aguadilla.....			2	2	5	12	4	4	609
Cabo Rojo.....				2	4	4	4		361
									20,745

In 123 possible groups of first and second grade children in other municipalities there were approximately..... 3,000
 Total number of pupils who might be effected advantageously by the closer grading outlined for adoption in March, 1908..... 23,74

SUPERVISION.

Almost from the beginning of military government the educational authorities devoted particular attention to the supervision of schools. Some time in the year 1899 the island was divided into 16 districts and an equal number of officers, known as English supervisors, were appointed. Their salary was \$50 per month, in addition to which they received certain allowances for traveling expenses. As determined by the insular board of education the duties of the supervisors were as follows:

1. To hold teachers' meetings for instruction in English and methods.
2. To render a monthly report upon all schools of their district, including special reports upon enrollment, methods, condition of school buildings and surroundings, the programme followed in the school, the progress made in individual subjects.
3. To pay the teachers their monthly salary checks.
4. To distribute and keep account of all text-books and government supplies for the district.
5. To preside at the quarterly examinations given by the insular board of education for teachers and for students desiring to enter secondary schools.
6. To act as a direct representative of the insular board in securing school buildings, in seeing that the school laws are enforced, in seeing that buildings conform with the requirements of the school laws, in stimulating local action in the way of securing school supplies, and in investigating the multitude of petitions and complaints pertaining to the schools of the different municipalities.

The first school law enacted under the insular government, in 1901, continued the office of English supervisor, changing the name to superintendent of schools. No particular duties were assigned to superintendents, who should be "subject to the commissioner in all respects."

The school law of 1903, a very elaborate document marking a distinct advance over the previous school law, states as follows the duties of the superintendents of schools:

"Superintendents of schools shall be at all times under the immediate control and guidance of the commissioner of education, who shall prescribe their duties. They shall, in every respect consistent with the welfare of the schools, cooperate and assist their respective school boards in the performance of their duties under the law. They shall receive the cordial support and assistance of the officers and the members of the school boards and of the teachers of the schools in the district and of the parents of the children in their schools, and their functions as representatives of the commissioner of education shall be respected and obeyed. They shall be furnished by their school boards with a suitable office for the transaction of their public business or office rent in lieu thereof, but with no house rent. They shall make an annual report to the commissioner of education on the condition of the schools in their district. Said report shall be presented June 1 of each and every year. They shall make such additional reports, statistical or otherwise, as the said commissioner may direct."

These duties, with few changes, have continued to the present time. The number of districts organized first—16—continued till the year 1902, when the number was increased to 19, with the exception of the year 1904, in which it was reduced to 18.

As has been stated elsewhere in this report, through legislation passed in the session of 1908 the island was newly districted and provision made for 43 supervising officers for the year 1909–10. By the terms of the law this number will increase automatically. The title of the new supervisory officer is "supervising principal." Arranging for a future increase in school districts, the municipalities of the island were numbered in a sequence from 1 to 66, the number of the headquarters municipality being the number of the district. Through this plan the numbering of the districts is not at present continuous.

The following list shows the municipality or municipalities in each of the 43 districts, together with the supervising principal of the district. In each district the first municipality named is the headquarters:

1. San Juan, Carey Hickle.
6. Rio Grande, Rafael W. Ramirez.
7. Fajardo, R. B. Barlow.
8. Naguabo, E. N. Lydick.
9. Vieques, Fernando Valera.
10. Humacao, H. F. Rockey.
19. Guayama, José G. Padín.
27. Barros.
28. Coamo, Ramiro Colón.
30. Juana Diaz, Geo. H. Hamor.

31. Ponce, Chas. H. Terry.
34. Yauco, M. G. Nin.
36. San German, M. A. Ducout.
38. Cabo Rojo, Francisco Vincenty.
39. Mayaguez, W. A. Barlow.
45. Lares, C. A. Reichard.
46. San Sebastian, Miguel Rodríguez Canio.
50. Utuado, J. R. Buterbaugh.
51. Adjuntas, James L. Drew.
55. Arecibo, F. Ray Moomaw.
56. Manati, Jos. C. Morin.
57. Ciales, Allen R. Hallock.
66. Bayamon, E. D. Brown.
2. Rio Piedras-Trujillo Alto, V. S. Woodward.
3. Carolina-Loiza, R. H. Richardson.
11. Yabucoa-Maunabo, Franklin Yates.
14. Arroyo-Patillas, Juan B. Huyke.
17. Juncos-Gurabo, Celestino Benítez.
18. Caguas-San Lorenzo, Theo. L. Morin.
20. Salinas-Santa Isabel.
21. Cayey-Cidra, Manuel Negrón.
24. Comerio-Naranjito-Aguas Buenas, P. N. Ortíz.
25. Aibonito-Barranquitas, J. G. Ginorio.
33. Guayanilla-Peñuelas, Francisco Rodríguez.
37. Lajas-Sabana Grande, Edwin W. Pope.
40. Maricao-Las Marias, Geo. W. Benitz.
42. Anasco-Rincon-Aguada, Carlos Urrutia.
48. Aguadilla-Moca, I. Roy Hanna.
49. Isabela-Quebradillas, C. J. Kelley.
53. Camuy-Hatillo, J. E. Castillo.
59. Vega Baja-Vega-Alta, John P. Blanco.
62. Corozal-Morovis, Cecilio Torres.
64. Toa Baja-Toa Alta-Dorado, N. W. Stephenson.

DISTRIBUTION OF TEACHERS' LICENSES.

During the school year 1908-9, 2,000 held licenses issued by the department of education.

Divided into classes, they were 131 principal, 232 English graded, 495 graded, 831 rural, 107 preparatory, 174 English, and 30 special licenses. Of these, 214 did not teach in the public schools. These were 20 principals, 30 English graded, 49 graded, 101 rural, and 14 preparatory.

During the year 1908-9 63 principal, 70 English graded, 392 graded, 824 rural, 107 preparatory, 174 English, and 30 special, a total of 1,660 licenses, were issued or renewed. Of these, 906 were renewed, 222 were issued on the basis of diplomas from universities, colleges, normal schools, or high schools in the United States, 62 on the basis of diplomas and certificates from the insular normal school, and 470 were secured by examination.

Of the 1,660 licenses, 1,254 were issued for one year; 314 for two years, and 92 for three years. According to classes they were divided as follows:

Principal:	
For one year.....	32
For two years.....	24
For three years.....	7
English graded:	
For one year.....	10
For two years.....	37
For three years.....	23
Graded:	
For one year.....	244
For two years.....	116
For three years.....	32
Rural:	
For one year.....	657
For two years.....	137
For three years.....	30

Of the 131 principal teachers, 20 did not teach last year and 20 received their licenses at the end of the school year. The remaining 91 taught as follows:

Supervising principals.....	13
English graded.....	26
Graded.....	30
Rural.....	1
English.....	1
Special.....	11
Principal.....	9

Of the English graded teachers, 3 taught as supervising principals, 4 as English graded teachers, and 2 as rural teachers.

Of the graded teachers, 124 taught in rural schools and 11 as special teachers.

Of the rural teachers, 1 taught as special (agriculture) and 4 as preparatory.

No change has been made as to the legal requirements necessary to obtain the teacher's license. Licenses may be issued only to persons of good health and character and not over 65 years of age. Candidates for the principal teacher's license must be 21 years of age and must have had two years' experience in Porto Rico, or one year if he holds a diploma from the insular normal school. Candidates for graded teacher's license must be 19 years of age and must have had one year's experience as a teacher, unless the holder possesses the elementary certificate from the insular normal school. Candidates for rural teacher's license must be 17 years of age. Rural, graded, and principal teachers are required to pass an examination in the subjects stated in paragraphs 49, 50, and 51 of the school laws, but licenses may be granted without examination to graduates of the normal department of the University of Porto Rico, or of any accredited normal school, college, or university in the United States, and to holders of a first-class license from any State or county in the United States, provided candidates possess an elementary knowledge of Spanish.

Candidates for the preparatory teacher's license must be single and not less than 16 nor more than 22 years of age. Their licenses are only renewable upon examination. Service as a preparatory teacher is not a qualification for examination for a higher license.

SCHOOL SAVINGS BANKS.

Porto Rico is a land where nature has been bountiful in its provisions for the sustenance of its inhabitants. The absence of marked changes in the seasons, the ease with which fruits and vegetable foods are obtained all the year round, the demand for labor, enabling any person in good health to gain a living, all contribute to the lack of incentive for economy and saving. In view of these facts, the showing made by the school savings bank system, inaugurated during the past school year, is very encouraging, total deposits to the credit of the pupils in the schools of \$6,763.22 having been made. The fact that in many districts the system was not started until about two months before the close of the schools, and that in one or two towns even later, should be taken into account. A notable feature of the statistics as shown is the fact that \$2,971.56 were withdrawn for the purpose of starting individual accounts in the banks as soon as the account of the pupil in the school savings amounted to \$2 or more. Against this, according to reports of the supervising principals, we have the amount of \$426.36 for withdrawals for all other purposes; in other words, 673 pupils have started individual accounts of an average value of \$4.43. It is to be assumed that these individual accounts have been added to by the pupils. The amount now deposited to the credit of 6,937 pupils is \$3,365.31, an average of 48½ cents each.

Great enthusiasm and interest has been manifested all over the island in the idea, and banks are now in operation in 265 schools, while in Mayaguez the teachers have been lead to start a savings system of their own.

Plans as to the details of the savings bank system were not promulgated until the opening of the school year 1909-10, a foundation for the successful start of the system having in the meantime, by means of conferences and talks before the classes, been laid.

The funds at the disposal of the government were not available for the purpose of securing the printed forms and supplies needed to establish a uniform accounting method, and this need was met through the generosity of Mr. A. F. Estabrook, a retired Boston banker, who has always taken a keen interest in Porto Rican matters. Mr. Estabrook's generosity to the schools has not been confined to the schools savings bank system.

Schools savings banks system.

	Started.	Number of schools.	Number of depositors.	Total deposits.	Withdrawals.	Number of individual accounts started.	Withdrawals for individual accounts.	To credit of savings banks.
Ponce.....	1909. Feb. 15	115	3,234	\$4,432.66	\$204.95	548	\$2,554.96	\$1,672.75
Mayaguez.....	May 1	26	528	248.53	37.39	9	20.14	191.00
Bayamon.....	do.....	6	202	277.11	12.91	34	99.00	165.20
Juana Diaz.....	Apr. 17	13	340	263.92	17.78	23	66.00	180.14
San German.....	Feb. 1	1	45	21.00	21.00	.....	.....	.....
Lajas.....	Mar. 2	4	182	112.44	112.44	.....	.....	.....
Cayey.....	May 10	8	148	57.49	.....	1	5.00	52.49
Coamo.....	May 18	12	310	121.27	.....	5	18.25	103.02
Vega Baja.....	May 26	8	240	78.45	.....	7	14.05	65.40
Guayanilla.....	May 17	4	147	51.88	.....	2	5.00	46.88
Peñuelas.....	do.....	4	95	20.32	.....	1	2.41	17.91
Arroyo.....	May 27	7	199	65.34	.....	6	14.50	50.84
Juncos.....	Apr. 19	9	286	337.69	1.13	28	120.24	216.32
Maricao.....	June 28	4	94	38.00	13.37	.....	.....	24.63
Las Marias.....	May 10	1	12	1.57	.....	.....	.....	1.57
Lares.....	Mar. 4	16	383	359.51	.....	.....	.....	359.51
Albonito.....	Mar. 19	10	274	192.56	5.39	5	41.00	146.17
Santa Isabel.....	May —	5	64	9.71	.....	.....	.....	9.71
Adjuntas.....	Apr. 26	12	153	73.77	.....	4	11.00	62.77
		265	6,937	6,763.22	426.36	673	2,971.55	3,365.31

PUBLIC SCHOOL PLAYGROUNDS.

Up to the beginning of the school year 1908-9, there was but one playground in the island, which was established and is still maintained in Ponce by the Playground Association of Porto Rico.

The matter of establishing playgrounds in the different towns of the island was taken up by the department during the past school year and we were very fortunate in having with us last fall Dr. Henry S. Curtis, secretary of the Playground Association of America, who traveled over the island giving illustrated lectures on the development of playgrounds in different parts of the world, and especially in the United States. These lectures were given at Ponce, Fajardo, Guayama, Arecibo Mayaguez and San Juan before large and enthusiastic audiences, and in this way the movement received a good impetus at the very start.

Circular letters were sent out by the department to all the school boards and municipal authorities of the different towns of the island asking for their cooperation in this important phase of education, and in the large majority of cases favorable replies were received. The school boards and town officials in many places immediately began looking for desirable sites, and requests were received asking for some one to be sent out to inspect the site chosen and to give instructions as to the apparatus best suited to the local conditions. Mr. F. E. Libby, general superintendent, to whom is specially intrusted the problems of establishing playgrounds, visited all the towns east of the military road, but due to his work in San Juan it was impossible for him to visit the remaining towns. In every town visited he discussed the matter with members of the school boards and other prominent men, and I must say that their attitude gave me great hopes for the future of the playground movement. In some of the towns it has not been possible for the boards to acquire land for the purpose owing to prohibitive prices and to lack of funds at their disposal. In most of them the school yards will be used and as much apparatus as possible obtained.

In 13 towns land for playgrounds has been donated by the municipality, and in 1 by a private individual; in 3 it has been hired by the school boards; in 5 it has been bought by the school boards; and in 27 the use of the land has been granted free by private individuals. In all, over 24 acres has been set aside for playgrounds in 27 towns, and in 39 definite steps toward their establishment have been taken. More or less apparatus has been obtained and put to good use during the past year in 19 towns and 26 others are planning on acquiring some in the near future. Several municipalities have promised to give money with which to buy apparatus during the coming year.

It has been bought by 11 school boards and by 3 ayuntamientos, and has been donated by private individuals in 11 towns and by pupils in 6 towns. About \$3,000 have been spent for apparatus during the year.

In a few towns public entertainments have been given by the school children to obtain money to buy apparatus. This seems to be a good idea, since when the children who use the playground aid in acquiring the apparatus the idea of possession enters, and as a result better care will be taken of it and more interest will be displayed in its use.

As a general rule the playgrounds are open during recess and for a few hours in the afternoon. According to reports received from the different towns over 5,000 children have come within the influence of the playground during the past year, but I think it safe to say that the majority of the 40,000 pupils enrolled in the graded schools of the island will have opportunity for free play with more or less apparatus during the coming school year.

To my knowledge nothing has been attempted along this line as yet in the rural districts, but I believe that the time is not distant when attention will be directed to the physical needs of the 50,000 children in the rural schools.

In most cases regular grade teachers have been in charge of the playgrounds while the children were playing. They have offered their services gladly and have cooperated heartily in providing a pleasant and profitable pastime for their pupils outside of class hours.

The amount of apparatus varies greatly in the different towns maintaining playgrounds. In San Juan the playground is equipped with a kindergarten tent, giant stride, swing, climbing ropes, climbing poles, climbing spar, rope ladder, see-saws, basket balls, jumping standards, dumb-bells, medicine balls, quoits, bean bags, wands, and baseball outfit. In most of the smaller towns the equipment is limited as a rule to a baseball outfit. Baseball is by far the most popular game in the island and not infrequently teams in adjoining towns have played a series of games. Judging from the number of people who attend these games and the enthusiasm manifested, one must confess that our national game has won its way into the hearts of the people of Porto Rico.

A May Day celebration was held on the playgrounds in San Juan, and while the kindergartners played their games in the tent the older children performed several drills, such as maypole, flag, wand, dumb-bell, etc. The parents were invited to be present and as a result hundreds enjoyed the afternoon.

On the whole, the people have been quick to understand the necessary relation which should exist between the intellectual and the physical development of the child and have displayed not only willingness but a keen desire to have playgrounds established in their respective towns.

I desire to take this opportunity of expressing my thanks to the supervising principals, teachers, and patrons of the public schools for the interest they have taken in this phase of our educational work.

Statistics for public school playgrounds.

Town.	Land acquired. Acres.	Amount expended.	Apparatus acquired.
San Juan.....	$\frac{1}{4}$	\$1,267.33	Kindergarten tent, giant stride, swing, climbing ropes, climbing spar, rope ladder, see-saws, jumping standards, dumb bells, basket balls, medicine balls, bean bags, wands, baseball outfit.
Rio Grande.....	$\frac{1}{4}$	25.00	Baseball outfit.
Loiza.....	$\frac{1}{4}$	50.00	Baseball outfit, croquet, basket balls.
Vieques.....	$\frac{1}{2}$	35.00	Baseball outfit.
Naguabo.....		35.00	Do.
Humacao.....		25.00	Do.
Gurabo.....	$\frac{1}{2}$		
Guayama.....	1	211.35	Gymnasium outfit.
Salinas.....	1	25.00	Baseball outfit.
Santa Isabel.....	1	340.00	
Ponce.....	3	75.00	Baseball outfits, track athletics.
Juana Diaz.....	2	400.00	Baseball outfits.
Albonito.....	1		
Coamo.....	1		
Barros.....		17.00	Do.
San German.....	$\frac{1}{4}$		
Mayaguez.....	1		
Anasco.....	$\frac{1}{2}$	65.00	Swings, rings, trapeze, hurdles, jumping standards, vaulting poles.
Aguada.....		15.00	Jumping standards, hurdles, vaulting poles.
Lares.....	1		
Quebradillas.....	1	10.00	Baseball outfit.
Camuy.....	1	10.00	Do.
Hatillo.....	$\frac{1}{2}$	10.00	Do.

Statistics for public school playgrounds—Continued.

Town.	Land acquired.	Amount expended.	Apparatus acquired.
Arecibo.....	1		
Manati.....	$\frac{3}{4}$	25.00	
Ciales.....		15.00	
Morovis.....	$\frac{1}{2}$	15.00	
Corozal.....		30.00	Baseball outfit, jumping standards, vaulting poles.
Toa Alta.....	1	35.00	Baseball, parallel bars, vaulting pole.
Vega Baja.....	$\frac{1}{2}$	25.00	Baseball outfit.
Vega Alta.....	$\frac{1}{2}$		
Bayamon.....	$\frac{1}{2}$		
Cidra.....	1		

SCHOOL LIBRARIES.

During the past year a start has been made in the development of the few libraries already in operation in the schools, and in the establishment of additional libraries as far as the facilities of the department were available for this purpose. There were at the opening of the school year libraries in 10 towns. In several of these, books were not in use or were only for teachers' reference. In addition 16 towns had libraries open to the public, but the books had been chosen mainly for older readers, and little if any attempt had been made to provide books of especial interest to children. Libraries in rural schools were unknown.

In one town, a library out of use for some time has recently been put into condition and will be opened as a school library this next year; and another reports a new library established; so, other than school libraries, there are now 20 libraries in 18 towns, containing a total of 28,675 volumes with a reported cost of \$8,314 for maintenance. The largest of these is the Insular Library, located in San Juan, originally established by the department and now maintained by the insular government. It contains 8,650 books and costs \$4,480 annually for maintenance.

Through the courtesy of periodicals in the United States, attention was called to this need of the schools of the island, while the steamship companies offered to transport free of charge all books donated for the purpose. This met with a response of over 4,000 books and magazines. Mr. A. F. Estabrook of Boston again showed his interest by a liberal cash contribution.

It was felt that the most urgent need for these libraries was in the rural schools, especially in the mountain barrios, where, because of the difficulties of travel, children seldom go beyond their neighborhood, and have no access to books other than the elementary text-books used in the schools. Boxes, holding about 50 books each and of a size suitable for transportation on horseback over the rough trails, were sent out the latter part of the year and were well received. It is my intention to have these boxes of books transferred from school to school until all have access to them. Of course, the majority of the books are in English, which necessarily limits their usefulness at present, but with the increase in English instruction this limitation will disappear and the library will rather become an incentive to the study of English. The educational value of pictures was recognized by including available illustrated magazines. At present there are 57 rural libraries, containing 2,891 volumes, in operation.

Supervising principals were urged to encourage the establishment or extension of libraries in the graded schools of their respective districts. The interest aroused on the part of both pupils and patrons has been gratifying. Books have been sent by the department and donated by individuals, with the result that 24 libraries, containing 6,147 books, and at a cost of \$441 for maintenance, are now in operation in graded schools. These are open daily from two to seven hours and have a reported attendance of from 500 to 600. In most cases these libraries are located in the school building, under the charge of a teacher as librarian, and furnish convenient meeting places for evening study, better lighted and equipped than the majority of homes. Already results are seen in improved school work, while no comment is necessary as to the value of this means of keeping children off the streets at night.

To sum up, there are, altogether, in the island 100 libraries with a total of 37,713 books to which the public has access; and of these 81 with 9,038 books are in either graded or rural schools.

This work will be continued, if possible, until every town has its school library and every rural school its case of books. While it is a matter of regret that so few of the

books on hand are in the mother tongue of the children, still additional Spanish books will be provided as fast as possible.

I wish here to express my appreciation of the interest taken by the patrons of the schools and of their willingness to help by donations of books and money in carrying to success this important phase of the educational work of the island.

Statistics for public school libraries.

GRADED SCHOOL LIBRARIES.

Municipality.	Number of volumes.	Cost of maintenance.	Municipality.	Number of volumes.	Cost of maintenance.
Aguada.....	120		Hatillo.....	150	\$125
Anasco.....	400	\$6	Isabela.....	50	-----
Arecibo.....	1,000		Juncos.....	75	-----
Arroyo.....	189		'Maricao.....	247	-----
Camuy.....	100	150	Mayaguez.....	600	-----
Cayey.....	170		Morovis.....	85	-----
Ciales.....	309	10	Patillas.....	61	-----
Dorado.....	47		Ponce.....	1,200	150
Fajardo (2).....	55		Rincon.....	40	-----
Guayama.....	120		San Juan (2).....	927	-----
Curabo.....	65		Vega Alta.....	47	-----
Humacao.....	90				

RURAL SCHOOL LIBRARIES.

Municipality.	Number of libraries.	Number of volumes.	Municipality.	Number of libraries.	Number of volumes.
Adjuntas.....	5	215	Lares.....	3	139
Aguas Buenas.....	1	44	Las Marias.....	3	149
Alfonito.....	3	128	Manati.....	5	332
Barranquitas.....	2	85	Maricao.....	2	103
Barros.....	5	240	Morovis.....	2	150
Ciales.....	3	226	Naguabo.....	1	45
Cidra.....	2	88	Naranjito.....	1	56
Comerio.....	2	88	Quebradillas.....	1	52
Corozal.....	2	89	San Lorenzo.....	1	40
Gurabo.....	2	85	San Sebastian.....	2	99
Juana Diaz.....	1	18	Toa Alta.....	2	88
Juncos.....	2	88	Utuado.....	4	244

TEACHERS' MEETINGS AND INSTITUTES.

Throughout the year the importance of general teachers' meetings has been recognized by the department, and in each of the 35 districts of the island such assemblies have been conducted by the supervising principals. Whenever possible some one of the general superintendents or other member of the department have been present and taken part in the discussions.

The importance of such meetings can hardly be overestimated. In many instances the teachers have had little or no opportunity for special pedagogical preparation before entering the profession, and the inspiration gained through such discussions shows plainly in their work the precise character of the meetings. Their frequency has been left largely to the supervising principals of the various districts.

An idea of what has been attempted can be gained from the following extracts taken from the annual reports of those officers:

Anasco District.—“Every Saturday all the teachers of each town have assembled in one of the rooms of the graded school to consider the difficulties encountered during the week. The attendance at these meetings, especially in Anasco, has been surprising. It gives a monthly average of 98 per cent. This is an evidence of the excellent interest shown by the teachers this year. They divided the time at their disposal, into two parts, and studied regularly methods and English. It gives me great pleasure to say that the progress obtained by this means has been very good.”

Ponce District.—“There were four institutes for all the teachers of the district held during the year. These were attended and, I believe, profitable to all the teachers.

"There were monthly social gatherings held in the assembly hall of the grammar school with the purpose of getting the teachers better acquainted with each other and developing a professional spirit and interest in the problems of the district.

"There were also weekly meetings of the eight acting principals of the graded schools. I had them meet together every Friday for their English class, of which I took charge. After the lesson a business meeting was held and all had the advantage of conferring on the problems arising in each school. I consider that these were valuable in unifying and raising the standard of the work of all the graded schools.

"Once a week all the teachers of the first grade met with Miss Myers for a lesson and conference on the Aldine system, which was introduced this year. The success obtained in these grades is largely owing to these conferences in which difficulties were discussed and the weaker teachers had the benefit of the experience of the most successful, who explained helpful devices and often taught model classes."

Cabo Rojo District.—"Four formal school meetings have been held during the year, having been attended by nearly all the teachers of the district.

"The first two meetings were almost entirely devoted to instructions and suggestions by the supervising principal about the school work desired. Basing upon my written criticism to the different schools I tried to bring forth all the deficiencies noted during my visits and to find out the best way to prevent or correct them.

"The third meeting comprised two parts:

"First. A second-grade teacher gave class to all his pupils from 9 to 11 a. m., as per his daily programme. Teachers and supervising principal were present, having all been furnished with composition books and pencils to take notes.

"Second. From 3 to 5 p. m. all the teachers were requested to state their remarks about the morning classes. This meeting proved to be one of the most interesting. Practical and valuable remarks were made, and a good opportunity was offered for discussing freely, but calmly and orderly, many important points related to the practical class given in the morning.

"For the fourth meeting the supervising principal assigned previously to three teachers the following topics to be discussed in writing or orally:

"(a) Teaching of writing in grades II and III.

"(b) Preparation of daily work. Its conditions and importance.

"(c) Criticism on the outline prepared by one of the teachers for a session of his school.

"Supervising principal requested a rural teacher to write in advance and bring to the meeting the outline of daily work that he should use next Monday following the conference. This was written on the blackboard and submitted to general discussion.

"All meetings were closed by the supervising principal giving a summary of the conclusions reached."

Adjuntas District.—"The teachers' institute held at Adjuntas under the direction of the general superintendent, Mr. F. E. Libby, during the week August 10 to August 15, 1908, was a decided success. Its results were noticeable to a large extent upon the school work throughout the district.

"By a careful and judicious study of Jean Mitchell's School, most of the young teachers seemed to have obtained a higher ideal of the calling and profession of the teacher than they had previously had. This one result alone would be sufficient to entitle the institute to success if it were not also true that it did much toward the cultivation of a right professional spirit.

"Enough importance can never be given to these teachers' institutes, as they go a long way in creating the 'esprit de corps' which ought to pervade the whole teaching force; each teacher should feel that he is a conscientious part of the machinery of the school system and that petty jealousies and rivalries are unfortunate factors which defeat the noblest purposes.

"The great majority of the teachers have worked conscientiously and shown a very commendable desire to improve their professional equipment. In this respect teachers' meetings have been held monthly for the discussion of all those questions which are directly related to the school work. Each teacher is encouraged to bring to the monthly meeting for discussion any subject which he finds difficult to teach in his school. In this way a regular system of mutual aid has been established, and it has contributed largely toward improvement in methods and a greater efficiency of the teaching force.

"About the middle of the school year I found it necessary to compel the rural teachers to take up a systematic study of some of the pedagogical work; the Spanish edition of Arnold's Waymarks for Teachers (*Guías para Maestros*) was selected, and each teacher was requested to send in to this office a weekly outline of his pedagogical readings. A majority of the teachers entered zealously into the spirit of the scheme while others complied as a bare matter of form. I feel, however, that some good has

been accomplished through these readings and that with a more careful organization of the kind of work for the coming year much might really be done in retrieving a number of teachers who have allowed themselves to fall into the dull and aimless routine peculiar to those teachers who do not keep themselves abreast with the times.

"Through the use of Seeley's School Management and Jean Mitchell's School for the work in the advanced class in English for Porto Rican teachers the graded teachers who were all enrolled in this class did sufficient pedagogical reading during the year.

"These frequent teachers' meetings for the discussion of school methods and systematic pedagogical readings on the part of teachers have produced beneficent results, especially in the improvement of the personnel and the efficiency of the school in this district during the present year."

Mayaguez District.—"The institute that was held here during the summer vacation was well attended, the work was interesting, and the teachers who attended felt that their time had been well spent.

"At the beginning of school last October a teachers' association was formed. Regular meetings occurred monthly and several special meetings were held. At these meetings subjects of interest to the members were discussed, and, as a rule, those topics were selected by the members at the previous regular meeting and were discussed from the viewpoint of experience rather than of theory. The Porto Rican teachers on the whole showed more interest in the meetings and in the discussions than the American teachers did."

Juncos District.—"I never expected when I planned the conference at the beginning of the school year the great success which has crowned the three general conferences held in the district throughout the school year 1908-9.

"With the view of making the conferences as interesting as possible to all the teachers in the district, I thought it best to hold one in each town of the municipalities. The plan of the conferences in each of the towns of the municipalities was announced to the teachers of the district, and all of them agreed with the way of conducting the conferences.

"The progress of each conference consisted of three parts; the two first were devoted to the discussion of those topics of an immediate interest to the teachers, and the third part was devoted to public speaking, with the view of interesting the town people in the progress of our schools.

"The first of the series of conferences was held in Gurabo on October 24, 1908. The themes 'Reading,' 'Discipline,' and 'Method of teaching history' were the principal points of discussion. The general superintendent, Mr. F. E. Libby, representing the department of education in the conference, took part in the discussion of history. In the evening the best society of Gurabo and some persons of the surrounding towns attended the gathering. Some prominent men of Gurabo, besides Mr. Libby, delivered good speeches fitted to the occasion.

"For the second conference teachers met in Juncos. 'How to teach nature study,' 'Practical means of obtaining good discipline,' 'The value of the daily preparation work,' and 'Some model classes' were the themes under discussion. In the evening the 'Importance of hygiene,' by Dr. Ramos Casellas, and 'Physical education,' by the supervising principal, were the points touched upon. Mr. Modeste Martinez, president of the school board, closed the entertainment with an appropriate speech addressed to the parents of the community.

"The last conference was held in San Lorenzo on February 26. The themes of this conference, 'The true idealism of the teachers,' 'Attitude toward the pupils outside the school,' and 'Model classes,' were the works presented to the teachers. During the discussion I was able to note great interest shown by the teachers taking an active part in the work and presenting their ideas and experience.

"In closing I will say that these conferences have been valuable to the teachers, for the points under discussion have influenced many a school in the district for the better."

Bayamon District.—"Numerous meetings and conferences have been held, but these were for the purpose of disposing of questions affecting certain teachers or grades. Thus many conferences of the teachers of the lower grades have been held in order to bring about a better classification of the pupils. Frequent local meetings have been held to discuss questions affecting promotions, etc. Indeed, my idea of conferences is one of local, concentrated effort on questions immediately affecting the teachers present, rather than general conferences where abstract questions are discussed and where many of the questions have no direct bearing on the work of many of the teachers. Occasional conferences of a general character may be beneficial in bringing about a school spirit and may serve as a means of arousing interest, but for disposing of real questions I have always felt that but little good is accomplished."

SUMMER INSTITUTE AT PONCE.

As stated in the report for last year, institutes of a week's duration were held in different municipalities of the island during the summer of 1908. The results of thus bringing the teachers together for a conference of several days' duration were so marked, as shown by the reports of supervising principals, that for this summer it was decided to hold an eight weeks' institute or summer school at Ponce, under the charge of the department, while a summer session of the normal department of the university was maintained at Rio Piedras. (See report on University of Porto Rico.) Thus with two schools open on opposite sides of the island, opportunity was given to all who wished to avail themselves for serious study in normal methods.

The courses pursued and the methods of treatment were uniform in both places, with the further understanding that credit would be given in the normal department of the university for satisfactory work, as evinced by examination. This meant that teachers could thus secure advance credit in the normal school even if it might be some time before they could afford to give up teaching for further study. The ultimate value of this arrangement as an incentive to attendance at the normal will be readily recognized.

Besides the teachers of the island, pupils in the Ponce high school were admitted, thus enabling them to do part of the work planned for the courses in the normal work to be given in this school for the coming year.

Courses were given in all the subjects required for the various teachers' licenses issued by this department, and at the close examinations for these licenses were held. In addition, the English courses for Porto Rican teachers required by law (act of March 9, 1905) were taught, as outlined for the school year 1909-10, and all those who passed a satisfactory examination thereon are excused from attendance on the teachers' courses during this coming school year.

Supervising principals were detailed as instructors, while Mr. Garwood, general superintendent, was placed in charge of the work. During the session the acting commissioner and the other general superintendents visited the institute and addressed the teachers, thus bringing them into closer touch with the higher officials of the department.

The treatment of the work, under the instruction of experienced supervising principals actually in the work of directing districts, was from a practical rather than from a purely academic standpoint. In addition, a model school of the first four grades taught by carefully selected teachers was maintained during the morning session, in which the most up-to-date methods could be observed. This school had an average attendance of 92 teachers as observers on each day of the eight weeks.

As many of the graded teachers, in view of the rapid extension of English teaching in the grades, were desirous of obtaining the English graded certificate authorizing them to teach in English, a practice school of five rooms was conducted in the afternoon giving opportunity to do practice teaching in English. These teachers were examined at the end of the course as to their proficiency in English and if satisfactory work had also been done in the advanced English course, they were granted this certificate.

A special instructor in music, Miss Louise M. Perkins, supervisor of music in East Orange, N. J., divided her time between the schools. The majority of the teachers had no instruction in school music, but the enthusiasm with which they availed themselves of this work was one of the gratifying features of the institute. At the end of the third week the chorus rendered several selections in a highly creditable manner.

The social side of the session, always an important feature where young people are assembled, was provided for in the general exercises of each day and by evening meetings, at which times music, recitations, and lectures illustrated by the stereopticon were enjoyed. There were also several informal socials which were greatly enjoyed.

The attendance (a total of 234) and interest manifested has shown that there exists a need and a desire for normal instruction on the southern side of the island which warrants the introduction of such courses in the Ponce high school as authorized by law at the 1909 session of the legislature.

SCHOOL CELEBRATIONS AND FIESTAS.

In each annual report attention has been called to the celebrations which are held in the different schools of the island upon various days which are set aside as "school holidays" under the law. It is my purpose in this report, instead of enlarging upon the way such fiestas are held, to quote liberally from the descriptions of such holidays in the reports of the supervising principals of the various districts of the island.

Corozal District.—"Arbor Day and Thanksgiving Day were celebrated together, as is the custom, by appropriate exercises held partly in front of the school buildings (graded) and partly in the plazas of the several towns of the districts. The exercises

consisted of speaking and singing in both English and Spanish. Several trees and shrubs were planted. The significance of Thanksgiving Day, both historically and morally, was not left in the background, as is often the case when the two hoildays are celebrated together.

"On the 24th of December the significance of Christmas was explained to the pupils, and in the afternoon several of the teachers distributed gifts to their pupils.

"Lincoln's Birthday was celebrated with great enthusiasm throughout the district. The great statesman has a warm place in the hearts of these people and they are not backward in showing it. The commissioner's address, written especially for this occasion, was read in all schools, and the booklet on Lincoln sent out by the department was used to good advantage in furnishing valuable material for the exercises. Different phases of the emancipator's life were discussed in original papers in both languages by several of the older pupils of the graded schools. The exercises were favorably received by good-sized audiences of parents and friends of the pupils.

"Washington's Birthday was appropriately observed in all schools. A great deal of attention was paid to the musical part of the programme. Illustrated acrostics and famous quotations of the 'Father of his country' served to vary the usual order of exercises.

"Memorial Day was celebrated by a union field day and picnic of the graded schools of the three towns in the districts. Several rural schools attended and representatives of many others were present. The exercises were held on grounds very suitably located, being very centrally located among the towns. The people in general were very much interested in the affair and attended in large numbers. Most of the pupils were taken to the grounds in ox carts generously furnished by friends of the schools. The programme, a copy of which was sent to the commissioner, consisted of the salute to the flag, literary and musical contests in the two languages, and athletic events. Representatives from the three towns were matched against each other, Corozal gaining the greatest number of points. The board of judges consisted of the presidents of the three school boards, several teachers, and prominent people of the district."

Cabo Rojo district.—"In the afternoon of November 25 the pupils of all grades were assembled in the theater, where exercises in reciting and singing were carried on. A gift for the poorest child was collected among pupils and teachers. The supervising principal and some teachers addressed the pupils. A tree was planted on the Curry School grounds, and there was a parade through the main streets of the town to the 'plaza,' where the pupils were dismissed.

"At 3 p. m., February 12, all the town pupils were assembled in front of Curry School. After saluting the flag and singing the Star Spangled Banner, the address of the honorable commissioner of education was read. Afterwards Manuel del Toro Poralta, the graded teacher, and some pupils of the higher grades spoke about Lincoln.

"The celebration of Washington's Birthday took place on Saturday, February 20. The principal parts of the festival were as follows:

"I. Literary written debate among the pupils of the sixth, seventh, and eighth grades. Four good books were presented to the authors of the best compositions.

"II. Exhibition of school work at Curry School.

"III. Civic parade.

"IV. Flag drills at the 'plaza.'

"V. Public show at the theater in the evening.

"There were addresses by the mayor, supervising principal, acting principal and teacher, Manuel del Toro."

Adjuntas district.—"Thanksgiving and Arbor Day, Lincoln's Centenary, Washington's Birthday, and Memorial Day were generally observed in the schools of this district during the present school year.

"For the observance and proper celebration of the above-mentioned school holidays, circular letters from this office were issued to the teachers; these circulars give a brief outline of the nature of the exercises to be held and the points which should be emphasized.

"Judging from the programmes of the exercises held in the rural schools, as well as from personal knowledge of those carried out in the graded schools during the celebration of these school holidays, revealing interest on the part of teachers and parents and real enthusiasm on the part of pupils, we feel warranted to say that these school festivals are yearly gaining a firmer grasp upon the popular feeling.

"Although it is our belief that too extensive and protracted preparations for school festivals are at best to be discountenanced as directly interfering with the regular school work, yet at the same time we must acknowledge that the school fiesta is nowadays one effective means through which a majority of the parents and a large part of the general public are brought into actual contact with the work of our schools. And if it is also true that through this agency an active propaganda can be made in favor

of the schools and their work it is no less certain that there is the lurking danger of parents and others overestimating the ability of a teacher who successfully plans and organizes a school fiesta whose spectacular features appeal to the popular mind in such a way that the people of the community are misled into the belief that the teacher is deeply interested in his work, whereas in reality outside of the organization of such school fiestas his ability as a teacher and the interest in all other features of school work are nil, and vice versa. Many an able teacher, who is at heart interested in his work and is daily trying to do his best, is not rightly appreciated by most of the people in the community because of his refusal to prepare theatricals or exercises partaking of a popular nature, but who rather insists on the instructive features of the exercises to be held for the celebration of school festivals.

"Thanksgiving and Arbor Day were celebrated in the graded schools with a select programme. A delegation of pupils from each grade undertook to care for the tree they planted during the school year. As a feature of the Thanksgiving celebration, most of the pupils brought contributions in the way of money or groceries to be distributed among the poor. The music for the occasion was supplied by the school board. In the rural schools the exercises were of a simpler nature and were largely allusive to the origin and the significance of the occasion celebrated.

"Washington's Birthday was another occasion for an extensive programme in all the schools of the district. Teachers and pupils are more enthusiastic over the celebration of this school holiday than perhaps any other. The result was that the day was very fittingly observed.

"At these celebrations at the graded schools the mayor of the municipality and the president of the school board addressed the teachers and pupils. As a rule, a larger contingent of parents attend our school fiestas at the graded schools than we are able to accommodate with seats. Owing to the reduced limits of the room used for an assembly hall and the growing enrollment of pupils each year, the celebration of a school festival in Adjuntas is fast becoming a physical impossibility. Our hopes are, however, based at the present time upon the construction in the near future of another graded school building, wherein arrangements may be made to have an assembly hall of such capacity as would accommodate the greater part of the older pupils at school festivals.

"The exercises at the celebration of a school fiesta are generally a part of the regular work of the schools. Memory work is used to much advantage, and in the higher grades compositions written by pupils on historical characters fitting to the occasion are brought into combination with the regular every-day school work. Thus the school fiesta should be more or less a demonstration of the actual work done by pupils in school and not in any way a pretense or brilliant appearance put forth by the child to cover up a multitude of things which he ought to learn in school."

Many similar reports are on file.

SCHOOL BUILDINGS.

Increased activity has been shown during the last year in the erection of school buildings; the chief impediment being the inability to secure good titles to land on which to build. This applies to all parts of the island. The want of some legislative action in the way of straightening out of titles and the initiation of proper recording system is sorely felt by all having dealings in land. In several cases allotments of money have been made by the department; in other cases applications for loans are pending the straightening out of legal objections to titles for lands to be used for school buildings.

In 1907-8 the expenditures by the department and the school boards for school buildings amounted to \$145,568.40, while in 1908-9 it amounted to \$192,495.43; an increase of \$46,937.03. The part contributed by the boards this year has been less than in 1907-1909; but the amount furnished by the insular government, through the department, has increased. The balance of the old school extension fund is used mainly for salaries, expenses of building inspectors and the expense of drawing plans; although the two rural schools built in Juana Diaz at a cost of \$2,500, a site in Yauco at \$1,000 and repairs on school buildings in Sabana Grande and Lares were paid for out of this fund.

In the spring of 1908 the legislature appropriated \$40,000 to the school building fund; from this fund and a like appropriation to the rural school building fund the main expenditures have been made. The report of last year gives the various ways in which the cost was defrayed—the school boards repaying one-half or other proportions of the cost, at a low rate of interest; the department defraying the whole cost of rural schools.

Schools were erected at Carolina, Caguas, Cidra, Guayanilla, Mayaguez, Anasco, Moca, and Vega Baja from the school building fund; the disbursements for the year

being \$74,507.94 from this one appropriation. In a detailed statement accompanying this report will be found the number of rooms and the material from which these schools were built.

The erection of rural school houses of the so-called "\$250 type" (from the fact that the department is limited to \$250 on each, although the school boards may add to this sum) is progressing rapidly. Some school buildings have been erected and others are being constructed which were granted subject to the acquirement of a good title to the land. The sum of \$17,319.22 for this purpose was disbursed during the year.

For administrative convenience the funds, with the exception of the rural school building fund, has been handled by the department of the interior, under whose direction plans are made and regular inspection made; the location of the schools, the number of rooms and the allotment of the money remaining under the direction of the department of education. For this reason a statement of expenditures of these funds is included in the financial summary.

A summary of buildings owned by the school boards, in whom titles in all school buildings was vested by a law in 1907, shows 64 graded school buildings, containing 368 schoolrooms, 156 one-room rural schools and 18 two-room buildings; a total of 542 schoolrooms against 11 in 1898. In this count are not included 18 rooms in the military hospital building in Mayaguez, owned by the insular government, 8 rooms in a municipal building, in Aguadilla, rooms in Lares, in buildings owned by the municipality, nor in various towns where the local government has allowed the use of rooms in the city halls.

Owing to the failure of the legislature to augment the various appropriations for school buildings, the burden of building for the year 1909-10 will fall on the school boards. Many of the boards, however, have substantial surpluses and building of graded and rural schools should show little decrease.

SCHOOL BUILDINGS OWNED BY THE PEOPLE OF PORTO RICO.

San Juan has four schoolhouses—one, of 21 rooms, in the city proper of old Spanish mission architecture; one, of 8 rooms, in its suburb, Santurce (both built within the last year or so); and two 2-room rural buildings. The school board is trying to obtain permission for a bond issue to erect other schools, thus applying what is now disbursed for rent of school buildings to the payment of interest and principal of a bond issue.

Carolina has a new 8-room school (Carolina Graded No. 1), one agricultural and two rural of 1 room each. The 8-room building was constructed during the past year from funds of the department.

Trujillo Alto possesses but one 1-room rural school. The town is not situated in a wealthy region and the funds at the disposal of the boards have not been sufficient to enable them to erect a school building, although it is sorely needed. The department offered to aid in the purchase of a building which could have been altered, but legal technicalities have intervened to prevent this acquisition.

Rio Piedras has a fine 6-room cement graded school, the Hawthorn; also a 2-room building at Hato Rey, made of cement. In addition to these it has a 1-room building in each of the barrios of Guaracanal, Monacillos Bajo, Monacillo Alto, Hato Extremo, Cupey Extremo, and Cupey—six in all.

Rio Grande has two school buildings: The Bancroft School, a 6-room building of cement, built in 1901, and a 1-room frame rural building in Barrio Jackson.

Loiza is one of the few towns on the island possessing no school building erected for that purpose. The town's proportion of taxes is large enough and they are in a better position to erect schools than many of the other towns. So far they have refused to impose the school tax and their applications to the department for aid have been consistently denied in favor of poorer towns.

Fajardo has an 8-room graded school called the "Columbia," and they are now going through the legal forms necessary to acquire a site on the public plaza for a large graded school.

Naguabo has no building owned and used for school purposes, although working on the acquisition of a site for a building to be erected with the aid of the department.

Vieques has a new 6-room concrete-block school building called the "Guatier Benitez," erected in 1907.

Culebra is occupied as a naval station and has three 1-room buildings, to which erection the commandant and force there stationed have contributed largely. One of the buildings is a portable frame, purchased in the United States.

Yabucoa has a 6-room cement building, erected in 1905, and called "Jose Facundo Cintron." It also has 1-room frame buildings in the barrios of Aguacate, Jacana, and Juan Martin.

Humacao owns three school buildings: The Ponce de Leon, in the town proper, contains 4 rooms; the La Playa, a rural school building with 2 rooms; and the Las Piedras, a 1-room rural school building.

Arroyo has a school building of 5 rooms, known as the "Enrique Huyke," named after a local educator. The building is frame and was erected in 1907. The town also owns a 1-room school building in each of the barrios of Cuatro and Calles. An addition is being built to the graded school mentioned.

Patillas owns a 4-room graded school building and three 1-room rural buildings in the barrios of Mula, Marin, and Mamey, all of wood construction.

Manuabo has no school building, but plans for a 4-room building have been drawn and the title to the land has been settled so that the coming year will see it provided for.

Juncos has only a 1-room frame rural school building, called the "Irving," which was erected in 1904. A new rural building is in the course of construction in Gurabo Arriba by the department and the school board jointly.

Gurabo previous to 1909 had no school buildings, but the Lafayette and Jiminez rurals have been built during the year by the department.

San Lorenzo is another town with no building for school purposes, all their buildings being rented. Efforts are being made toward the securing of a site for one.

Caguas during the present year has increased her 6-room graded-school building to 16 rooms. This is one of the handsomest buildings on the island, ranking with those of San Juan and Arecibo. There are also 1-room rural buildings in barrios Turabo, Bairoa Abajo, Bairoa, Rio Cañas, Canabon, Borinquen, Tomas de Castro, and a 2-room building in San Ciriaco.

Guayama has a 6-room school building, Euleterio Derkes, made of cement block and built in 1908, and a 4-room building of brick built in 1902.

Salinas has a 4-room cement-block building called the "Rafael Palmer," built in 1908, and the Boston, a 1-room frame building used for a rural school. Salinas, in view of its wealth and comparatively small population, should own all its schools, but public sentiment seems to be somewhat dormant. The school board of Salinas has plans for two more rural school buildings, but has not as yet secured sites.

Cayey has a 4-room cement school building named after the late ex-President, Benjamin Harrison, and 1-room rural school buildings in each of the barrios of Vegas, Rincon, Culebras, and Monte Llanot.

Cidra has a new 4-room building of frame construction, finished March 1, 1909, and two rural school buildings in the barrios of Rincon and Ceiba, completed in 1909.

Comerio has in the course of construction a 1-room building to be used for a rural school.

Aguas Buenas is having an addition made to their Ramon Marin 3-room frame school building which was built in 1907.

Alibonito has the Brumbaugh School building, which consists of 4 rooms and made of brick. A 1-room rural school building in barrio Asomante, built in 1909, is the only other building they own.

Barranquitas owns the Roosevelt and 1-room school building used for a graded school and a 1-room rural schoolhouse, built in 1909. An allotment was made to this town by the department for \$9,000, but it was found impossible to secure a proper site within the time fixed by law and the allotment was withdrawn.

Barros acquired by purchase in 1904 a 3-room frame building, the Hostos, and the department purchased the 1-room building used for a rural school in Damian Abajo. Title has been approved to a site for a new 6-room building to be erected very shortly in Barros.

Coamo has the Franklin brick school building, built in 1901, and the Hostos, a 6-room building of brick and stone, erected in 1905. Coamo also has two rural school buildings, the William Penn and the Cuyon, the latter built in 1909.

Santa Isabel, together with Juana Diaz, has developed a type of 1-room cement-block rural school building, four of which, together with four 1-room rural school buildings of frame construction, furnish accommodations for their rural pupils. The 4-room Brumbaugh graded school building is also located in Santa Isabel, which is of brick and was erected in 1906. The buildings used for rural schools are located in the barrios Velasquez, Playa Felicia, Jauca, Philadelphia, Mayaguez, Peñuelas, and Descalabrado.

Juana Diaz, which adjoins Santa Isabel, has built eight of the 1-room buildings of the type mentioned in the report of the Santa Isabel schools, but they are built of brick instead of cement. These are situated in barrios Rio Cañas, Salichs, Rio Cañas (4 calles), Guayabal, Amuelas, Callabo, Cintrona, Tijeras, Collores Arriba, and Rio Cañas Descalabrado. The graded schools are the Fernandez Juncos, a 6-room brick building, and the Hayes, a 2-room building.

Ponce is San Juan's rival in population, and has built some of the best school buildings on the island. The old Roosevelt Industrial, a 12-room building of cement, built in 1903, serves as a graded school; then there are the grammar school, an 11-room building, also of cement, built in 1908; the McKinley, with 12 rooms, built in 1908 of cement blocks; the Ruiz Belvis, with 6 rooms, built in 1908; the Hamilton, a 5-room brick, and the Baldorioty, with 6 rooms and built of cement. For rural school buildings it has the Magueyes, a 2-room building (an old caminero house), and one on the Playa road, also containing 2 rooms. The McKinley was formerly an agricultural school and was one of the first schools built by the Americans. The school board of Ponce is progressive and, like that of San Juan, it is planning a bond issue to build more schools and do away with rented buildings altogether.

Guayanilla has just opened a new 4-room graded-school building (which has not been named as yet). Two rural school buildings in barrios Suerra Baja and Pastos, and a 1-room rural building in barrio Macana completes the roster.

Peñuelas has only the 4-room frame constructed Webster school building, of which 2 rooms were built in 1901 and the other 2 in 1908.

Yauco has just completed the unraveling of many legal tangles involving the site on which a 12-room building is to be erected, the contract for \$21,000 having been awarded. Aside from this project it has the Columbia, a 4-room building, the Garfield of the same size, and three rural school buildings in barrios Betances, Mejia, and Baldorioty. New ones are being projected at barrios Naranjo and Guanica Central.

Sabana Grande has for the accommodation of its graded pupils the Cooper, a 4-room brick building, the agricultural school, Washington, and the Jose Pablo Morales, a 1-room rural building.

San German owns the only building in the island of Porto Rico used exclusively for school purposes at the time of the American occupation. It is called the "Antonia Martinez" after the public-spirited woman who donated the money with which it was purchased in 1888. The deed of purchase and Mrs. Martinez's will specified that it was to be used only for school purposes. Besides the above-named school San German has only the Longfellow, a 4-room building of brick.

Lajas has another progressive school board which is devoting its time to the construction of 1-room frame buildings for rural schools. In 1909 they built six in the barrios Paris, Mayuayo, Candelaria, Sabana Yeguas, La Plata, and Costa. They also have the 1-room Hamilton agricultural school building, the Perry graded school building of brick construction containing 4 rooms, and rural school buildings in Barguera.

Cabo Rojo has two graded school buildings, the 4-room J. L. M. Curry building and the 1-room Garfield agricultural. It also owns three rural school buildings—Carbonell, Palmer, and Brau.

Mayaguez uses for school purposes a building originally known as the "Military Hospital," which it shares with the United States court. This building is owned by the insular government and is not counted in the tabular statement accompanying this report. The Farragut graded school building has 8 rooms and is of concrete. A new 6-room graded school building is being erected in the Playa. Mayaguez also owns three rural schoolhouses of 1 room each—the Grant, Morse, and Las Vegas.

Maricao has the Maricao graded of 4 rooms and four rural school buildings—Montoso No. 1, Bucarabones, Indiera Baja, and Indiera Frios, all frame buildings.

Las Marias uses a 4-room frame building called the "Palmer" for its graded school and has rural buildings in Rio Cañas, Furnes, Naranjales, and Palma Escrita.

Anasco has a 4-room stone building called the "Hostos," a 6-room concrete just completed, called the "Ramirez de Arellano," a 1-room building called the "Ponce de Leon," and rural buildings in the barrios Monagas, Pesante, and Arillaga, all of wood. Arillaga was built in 1909.

Aguada has only the rural buildings Lindsay and Kelley, but has a new 5-room building in course of erection to be used as graded.

Lares has two graded school buildings, Clay, built in 1901, and the 2-room Palmer building. It also has six rural school buildings in the barrios Buenos Aires, Rio Prieto, Lares No. 2, Piletas No. 1, Espino No. 1, and Jobo No. 1. A 1-room building has been in use for years as a graded school and is owned by the municipality, and a 1-room rural school is conducted in a building which is also owned by the municipality and which has been in use for some fifteen years for school purposes.

Aguadilla possesses the 8-room graded Baldorioty school building, erected in 1900, and the 4-room Lafayette building. The former building is owned by the Federal Government. It also possesses three 1-room buildings used as rural schools.

Moca has one graded school building, the F. M. Quiñones, which is of concrete and was finished in the spring of 1909, and rural school buildings in barrios Voldares and Naranjo.

Isabela has one graded school building, Corchado, and two rural, J. M. Domenech and J. L. Rafols, all of frame construction.

Utuado has one 2-room rural building and four 1-room buildings, namely: Cao-nillas, Armstrong, Horace Mann, and Caguan.

Adjuntas owns the Irving, a building of 4 rooms used as a graded school, and a 1-room building in Vegas Abajo, used as a rural school.

Camuy has a frame building with 4 rooms called the "José J. Acosta," and another called the "Emerson." Besides this it owns three buildings used for rural schools.

Hatillo owns three buildings: The Adrian M. Gandia, a 4-room frame building, and Ruiz Belvis and Naranjito, rural schools.

Quebradillas has four buildings used as schools: Betances, erected in 1907, and three others—Horace Mann, Dexter, and Ramon Saavedra.

Arecibo is just finishing one of the finest school buildings on the island. The old 6-room Jefferson graded school was used as the nucleus and 16 rooms were added, making it a 22-room building (the largest on the island). It has the Lincoln school building with 8 rooms and a 1-room building used for kindergarten purposes. It also has buildings used as rural schools in barrios Esperanza, Rio Arriba No. 2, Factor, Arrozal, and Bajadero, all frame. Another is in course of construction and the school board expects from its surplus funds to build several others.

Manati has one graded school building with 4 rooms, but expects to build a 6-room building as soon as a site can be secured. There are five buildings used for rural schools in the barrios of Boquilla, Rio Arriba, Tierras Nuevas, Edgar L. Hill (Barrio Coto), and Rio Arriba Pte.

Morovis has only two frame buildings used as rural schools in barrios Morovis Sur and Unibon.

Ciales has no building erected for school purposes and owned by the school board, although various efforts have been made to secure sites or purchase a building that can be remodeled.

Vega Baja has a new 8-room building of concrete blocks finished in the fall of 1908, and known as the "J. G. Padilla" school.

Vega Alta does not own a school building, but depends entirely upon renting houses. The school board is trying to secure a site upon which to build.

Dorado has obtained a site for a school building and is endeavoring to obtain an advance of funds from the insular government to enable them to build a 4-room building.

Corozal has just succeeded in perfecting a title to a site and plans are being drawn for a 3-room building to be used as a graded school. It owns rurales in Cibuco, Abras Este, Padillas, and Cuchillas.

Toa Alta has only four rural school buildings.

Naranjito has three rural school buildings in the barrios Lomas, Cedro Abajo, and Anones Arriba, but has been making efforts to secure a loan enabling them to build others.

Toa Baja owns a 4-room building known as the "John C. Fremont," which was built in 1907.

Bayamon owns four school buildings: The John Marshall, a 4-room building; the Horace Mann School, in Catano; the Peabody, a 1-room agricultural; and a rural school building in Pajaros Abajo.

Buildings owned by the people of Porto Rico and used exclusively for school purposes, June 30, 1909.

	Number of rooms.												Total rooms.	
	Graded.						Rural.							
	1	2	3	4	5	6	8	11	12	16	1	2		
San Juan.....							1						a 33	
Rio Piedras.....							1				6	1	14	
Carolina.....							1				3		11	
Trujillo Alto.....												1	1	
Loiza.....											1		1	
Rio Grande.....							1						6	
Fajardo.....							1						8	
Naguabo.....														
Vieques.....							1						6	

^a San Juan has one school building with 21 rooms.

*Buildings owned by the people of Porto Rico and used exclusively for school purposes.
June 30, 1909—Continued.*

	Number of rooms.												Total rooms.
	Graded.											Rural.	
	1	2	3	4	5	6	8	11	12	16	1	2	
Culebra.....											3	1	9
Humacao.....				1							3		9
Yabucoa.....					1						3		
Manuabo.....													
Patillas.....				1							3		7
Arroyo.....					1						1		6
Gurabo.....											2		2
San Lorenzo.....													
Juncos.....											2		2
Caguas.....											1	7	25
Guayama.....					1		1						10
Salinas.....					1							4	8
Cayey.....												2	3
Aguas Buenas.....				1								1	6
Cidra.....					1							1	1
Comerio.....												1	5
Aibonito.....												1	2
Barranquitas.....												1	2
Barros.....				1								1	4
Coamo.....					1		1					2	12
Santa Isabel.....							1					8	12
Juana Diaz.....				1				1				11	19
Ponce.....							1	2				1	57
Peñuelas.....					1							4	
Guayanilla.....												3	7
Yauco.....					2							3	11
Sabana Grande.....												2	6
San German.....													12
Lajas.....												8	
Cabo Rojo.....												4	8
Mayaguez.....												3	11
Maricao.....												4	8
Las Marias.....												4	8
Anasco.....												4	14
Rincon.....													
Aguada.....												2	2
Lares.....				1		1						6	12
San Sebastian.....												3	7
Moca.....												2	6
Aguadilla.....												3	7
Isabela.....												2	6
Utuado.....												4	1
Adjuntas.....												1	5
Quebradillas.....												3	7
Camuy.....												3	
Hatillo.....												2	6
Arecibo.....				1				1				4	1
Manati.....												5	9
Ciales.....													
Morovis.....												2	2
Vega Baja.....													8
Vega Alta.....													
Dorado.....													
Corozal.....												4	4
Naranjito.....												3	3
Toa Alta.....												5	5
Toa Baja.....					1								4
Bayamon.....								2				2	14
Total.....	2	2	2	31	2	12	7	1	2	1	156	9	542

a Arecibo has one school building with 22 rooms.

FINANCIAL STATEMENT.

The appropriations for the department of education for the year 1908-9 show a net increase in funds available of \$196,111.69 over 1907-8.

There were several changes in the different heads of expenditure as to purposes for which they might be used, in amount, and changes made necessary by altered conditions. In addition, other heads found in previous years were eliminated or con-

solidated with others. To aid comparisons between the year under review and previous reports the following information is given.

The change of the field supervisory system from 19 districts, each under a superintendent of schools, to 35 districts in charge of the same number of supervising principals brought with it the payment of the salaries of the new corps of officials from the appropriation "Salaries, common schools" from which previously no salaries but those of teachers were paid, amounting for the year to \$41,986.87, against \$20,791.98 in 1907-8. The payment of traveling expenses of the field force was made in the form of allowances by the local school boards, thus eliminating the item of previous years in this report of "Contingent expenses, superintendents of schools."

A rearrangement of the office force of the commissioner of education was made, principally in the division in charge of the work of the field force, the total salaries for the year of the office being somewhat less than the year previous, notwithstanding the increase of office work entailed by the additional correspondence with 35 supervising officials instead of 19, the figures being \$33,583.56 for this year and \$34,885.33 last year.

Under the head "Salaries, common schools" the sum of \$695,533.14 was disbursed, as against \$508,502.60 last year for the salaries of teachers in the schools, partly due to the maximum salary provision of this year's budget and partly to the expansion in the schools as explained under "Teachers' salaries."

Although \$12,000 was set aside for the incidental expenses of common schools, it was found necessary to expend \$6,971.08, a slight increase, considering the augmented number of schools in operation, over the \$5,604.61 for 1907-8.

The sum of \$43,000 was appropriated for text-books and school supplies, an increase of \$8,000 over 1907-8. This has been spent for needed text-books, supplies, and desks for the increased enrollment of the year.

In the heading "Salaries, high schools" will be found a change from the previous year in that teachers of grades below the ninth were paid from this fund last year and this year are compensated from the appropriation "Salaries, common schools," thus accounting for the apparent cut in this item.

The appropriation for summer schools and teachers' institutes was passed at \$1,000 instead of the \$5,000 available last year.

Considerable increases were made by the legislature in the scholarship appropriations, the number of those supported in schools in the United States and in Porto Rico being increased and the value of one of the United States scholarships being increased from \$400 per year to \$500.

Owing to a legal technicality, the appropriation for agricultural experiment schools was rendered unavailable during the year, the total fund of \$60,600 being shown as a balance.

In the administration of the funds for the building of schools a change took place on July 1, 1908, as explained under the heading "School buildings."

The pedagogical library attached to the department was consolidated with the insular library and museum and all its property turned over to that institution, eliminating that appropriation from this report.

The item of \$15,000 for scholarships in the insular normal school passed to the control of the University of Porto Rico, accounting for the nonappearance of this item in the report for this year.

Regular appropriations.

RECEIPTS.

An act making appropriations for the necessary expenses of carrying on the government of Porto Rico for the fiscal year ending June 30, 1909, and for other purposes.....	\$879, 590. 00
Supplementary appropriations.....	20, 000. 00
Repayments to various appropriations.....	1, 450. 00
	<hr/>
	901, 040. 00

DISBURSEMENTS.

Salaries, office of commissioner of education.....	\$33, 583. 56
Incidentals.....	7, 174. 54
Postage.....	2, 000. 00
	<hr/>
	42, 758. 10
Salaries, common schools, teachers.....	605, 533. 14
Supervising principals.....	41, 986. 67
Incidentals, etc., common schools.....	6, 971. 08
Books and supplies.....	42, 668. 15
	<hr/>
	787, 159. 04

Salaries, high schools.....	\$19, 068. 08
Incidentals, etc.....	2, 785. 92
	<u> </u>
Summer schools and institutes.....	\$21, 854. 00
Scholarships, technical training.....	760. 17
Instruction and training.....	12, 000. 00
Instruction of young women.....	4, 909. 01
High-school scholarships.....	2, 625. 00
	<u> </u>
Balance, June 30, 1909.....	10, 639. 20
	<u> </u>
	30, 173. 21
	18, 335. 48
	<u> </u>
	901, 040. 00

School extension in Porto Rico.

RECEIPTS.

Balance July 1, 1908:	
Erection of buildings.....	\$9, 662. 78
General fund.....	4, 798. 87
Repayments by municipalities of proportional shares of cost of buildings erected by department.....	6, 051. 25
	<u> </u>
	20, 512. 90

DISBURSEMENTS.

Travels, plans, incidentals.....	4, 753. 90
Erection of buildings, and repairs.....	4, 206. 00
Balance June 30, 1909:	
General fund.....	9, 950. 05
Erection of buildings.....	1, 602. 95
	<u> </u>
	20, 512. 90

School building fund, fiscal year.

RECEIPTS.

Balance July 1, 1908:	
General.....	\$48, 714. 37
Erection of buildings.....	68, 052. 86
Repayment by school boards of one-half cost of buildings erected by department of education.....	4, 951. 71
	<u> </u>
	121, 718. 94

DISBURSEMENTS.

Erection of buildings.....	74, 507. 94
Balance June 30, 1909:	
Erection of buildings.....	14, 434. 92
General fund.....	32, 776. 08
	<u> </u>
	121, 718. 94

Establishment and maintenance of industrial schools, fiscal year.

Balance July 1, 1908.....	\$11, 264. 06
Balance June 30, 1909.....	11, 264. 06

Establishment and maintenance of industrial schools, trust fund.

Balance July 1, 1908.....	\$606. 09
Balance June 30, 1909.....	606. 09

Agricultural experiment stations.

By appropriation.....	\$60, 600. 00
Balance June 30, 1909.....	60, 600. 00

Common-schools equipment, no fiscal year.

RECEIPTS.

Balance July 1, 1908.....	\$2, 850. 51
Repayments by school boards for desks and by others for lost or destroyed school property.....	13, 700. 84
	<u>16, 551. 35</u>

DISBURSEMENTS.

School desks and equipment.....	8, 370. 70
Balance June 30, 1909.....	8, 180. 65
	<u>16, 551. 35</u>

Honorary scholarship for Rafael Palmer.

RECEIPTS.

Balance July 1, 1908.....	\$2, 000. 00
	<u>2, 000. 00</u>

DISBURSEMENTS.

Payments 1908-9.....	499. 99
Balance June 30, 1909.....	1, 500. 01
	<u>2, 000. 00</u>

Purchase and erection of rural school buildings, fiscal year.

RECEIPTS.

Appropriation.....	\$40, 000. 00
	<u>40, 000. 00</u>

DISBURSEMENTS.

Buildings erected.....	17, 319. 22
Balance June 30, 1909.....	22, 680. 78
	<u>40, 000. 00</u>

Summary.

	Receipts.	Disbursements.
Regular appropriations.....	\$901, 040. 00	\$882, 704. 52
School extension in Porto Rico.....	20, 512. 90	8, 959. 90
School building fund.....	121, 718. 94	74, 507. 94
Purchase and erection, rural schools.....	40, 000. 00	17, 319. 22
Miscellaneous funds.....	91, 021. 50	8, 870. 69
Balance June 30, 1909.....		181, 931. 07
	1, 174, 293. 34	1, 174, 293. 34

TEACHERS' SALARIES.

The appropriation for the school year of 1908-9, as passed by the legislature, was \$721,000. To this was added by the governor from his special fund the sum of \$20,000, a total of \$741,000 available, against \$521,401.13 for 1907-8.

The apparent increase of 42 per cent upon analysis becomes more apparent than real and eventually resolves itself into an actual increase of 15.4 per cent available for the expansion of the schools. In previous years nothing was paid from the appropriation known as "Common schools, salaries of teachers" at the rates given in the school laws, and based on length of service. Rural teachers received \$25, \$30, and \$35 per month; graded, \$50, \$55, and \$60 per month, with \$5 extra if able to teach in English. Principals received \$70, \$75, and \$80. The appropriation act of 1908-9 suspended during the year the provisions of payment set forth by the school law and designated maximum salaries to be paid to all teachers irrespective of term of service in the respective salary grades. A calculation shows that the sum of \$55,440 must be eliminated as being the difference between salaries on the old schedule and the maximum salary to be paid in 1908-9, for the expenditure of which money not one additional school can be shown. New teachers entering the service and receiving

maximum salary to start with account for the further expenditure of \$17,085.37, the difference between what they would have received under the sliding scale and the maximum salary of 1908-9 actually received. Again, salaries of the corps of supervising officials in the field were also made payable from this same fund instead of, as in the past, from a separate fund. These salaries amounted during the year to \$41,986.67. These three sums, \$54,440, \$17,085.37, and \$41,986.67, together with \$25,260 in salaries paid from this fund to grade teachers in the high and graded schools formerly paid from a separate appropriation, give us a total of \$139,772 not available for increasing the number of schools in the island, leaving a balance of \$80,526.87 net increase for that purpose. The great increase of the number of schools was accomplished with this latter sum, and by double sessions, and the interlocking system, which are treated in another part of the report. The failure of the legislature to pass an appropriation act for 1909-10, and the enactment of the Olmsted bill by the United States Congress, restores the salary grades as existing prior to 1908-9. Under the terms of this act the governor of Porto Rico has set aside for the purpose of paying the salaries of teachers and supervising officials the sum of \$700,000, or \$41,700 less than for the year 1908-9. By the operation of the maximum salary provision this year the average salary of teachers in Porto Rico was raised from \$39.62 in 1907-8 to \$47.73 in 1908-9.

Due to the gradual increase from year to year, the work of disbursing the salaries of teachers has grown much heavier with practically the same personnel to handle it. This has rendered necessary the adoption of other methods than those formerly in use to obviate the ever-present danger of overpayment and errors involved in the efforts to have each month's salary paid and in the hands of the teachers on the day on which the school month expired. Necessarily the reports in regard to absences of teachers could not be brought up to date, and these records were always as of a date of two weeks previous to the date of payment, leaving the absences for the last two weeks of the month to be taken into account on the succeeding month's pay roll. To obviate this, supervising principals made their reports for the first four weeks, and work was then commenced on the making of pay rolls, etc., as of a coincident date, the delay in receipt of salaries over the former method being from two days to ten days in practice, depending upon the celerity with which the supervising officials got their report into the hands of the office and then upon accuracy. This system is found to work very much better and its continuance is strongly advocated.

A new system was also followed in making salary allowances for absences for causes which warranted payment. Formerly these absence allowances were made from month to month. A nominal limit of fifteen days absence for which pay might be allowed for good cause has been in effect for a number of years, and from this has grown among the teachers the belief that they had a right to these fifteen days, in a sense vacation leave, although assigning various causes for such absences from their schools. As teachers are employed for nine months of twenty school days each, and their salary per day is one-twentieth of the monthly salary, this belief was without foundation, and comparison with the vacation privileges of government employees employed throughout the year and whose salary per day is one-thirtieth of the monthly salary is without foundation.

To correct this growing evil and to facilitate payment, pay for all absences was withheld during the year and payment made at the end. This permitted judgment to be passed on a teacher's absence record for the year and allowed the field force opportunity for better investigation of causes assigned for absences by the absentees. It will be perceived that under the old system, several months would necessarily pass before it could be ascertained if the teacher was absent for slight causes or was vailing herself of the fancied right to one and a half days per month. The figures for the last year of the old system and the first of the new system speak for themselves. In 1907-8 absences of 6,000 teaching days were recorded against the 1,352 teachers employed. Of these, allowances were made for 3,528 days, amounting in terms of value to \$7,636.87. In 1908-9, 5,698 days were reported against the 1,619 teachers employed, 2,239 of which were allowed, \$5,133.25 being disbursed for that purpose at the end of the year. That is, with an increase of 267 teachers there was a decrease of 302 days in total absences, and the possibility of making thorough investigation as to causes led to a decrease of 1,299 days pay allowed, a difference of \$2,503.62 in favor of the new system. It may be said that the basis on which the granting of pay was made differed in no way from the previous standard. The salary value of the total absences for the two years is nearly identical owing to the increased average salary, being \$12,302.06 for 1907-8 and \$12,088.61 for 1908-9.

The division of property and accounts has disbursed monthly an average of \$77,300 for teachers' salaries, the sum for the nine months of the school year being \$605,533.14.

TEXT-BOOKS.

The work of standardizing the texts used in the schools of the island has been going on steadily. The old texts of which there were enough have been consolidated in one or more districts instead of a few in each of the districts where no use was made of them. In pursuance of this plan the transfer from one supervising principal to another of 10,662 books was ordered and carried out, and 12,058 were called into the storehouse for redistribution.

Texts of which there were only a few scattered copies on the island were called in and used in making up the circulating libraries for the schools. During the year worn-out books to the number of 23,430 were condemned, and after being stained on the three edges with an aniline dye to prevent their reappearance in the property accounts, were distributed gratis to the children in remote barrios and to the schools supported by the various religious or secular societies, where such use was made of them as possible.

During the year 74,000 text-books were bought for the schools, consisting of 48,138 in English and 33,635 in Spanish, with 2,027 for the use of the high schools. The cost, exclusive of those for the high schools, was \$26,867.16. From the storehouse of the department there were shipped out to the districts 77,491 books, and 86,058 were received there from all sources. There are now in the districts 486,653 text-books.

The schools have been fairly well supplied with materials, such as pens, pencils, paper, chalk, etc., but the largely increased enrollment proved the appropriation none too large for the purpose. The books and supplies together cost \$36,685.82, a per capita cost of \$0.351, based on enrollment, as against \$0.388 last year, and based on attendance \$0.516 per capita, a decrease from the per capita cost of 1907-8 of \$0.571. It is to be expected that with appropriation for books and supplies ample to cover all needs, the per capita cost will ascend. The upper grades of our schools are now in numbers almost equal to a normal school system in the States, or are rapidly becoming so. This calls for a better class of material and more of it, whereas in former years the material for the lower classes, in which were found a greater percentage of the children, was of a cheaper grade. It may be remarked that in the United States the ordinary calculation for books and supplies is \$1 per pupil in attendance.

The work of shipping of books and supplies was practically doubled by the division of the island into 35 districts instead of 19, requiring the breaking of original packages to a greater extent and necessitating of dividing the material into 35 lots instead of 16. With the larger districts it was often possible to mark and ship the original package of paper or chalk, but with smaller districts this is not often possible. The present storehouse is in several ways unsuited for its purposes, and the chief of the division of property and accounts strongly reiterates his recommendation of former years that efforts be made looking to the construction of a government warehouse in a place convenient to the shipping and receiving points.

SCHOOL-BOARD ACCOUNTS.

The school boards of the island make and adopt their annual budgets, approve monthly such warrants as are drawn in payment of their divers obligations, and the treasurers make disbursements against the appropriations allotted in their budget. The department, in compliance with the provisions of the law, takes cognizance of the kind and amounts of appropriations made and finally approves the budget, auditing the expenditures of all disbursements made through the accounts rendered by the treasurer of the school board. So that upon the framing and approval of the budget for a fiscal year the members of the school boards, either at a regular or extraordinary meeting, pass on their financial questions, adhering strictly to the necessities of the different services and to the items of appropriations fixed in the budget.

Should there be any deficiency in any item of appropriation and if it is shown that it is necessary to meet certain other expenses that must necessarily be charged against said item, the department will allow a transfer of appropriations, thus placing the boards in advantageous conditions the better to comply with their duties.

The budgets, general and additional, such as actually made by the boards under the accounting plan established, properly regulate the incomes and regular and extraordinary expenses within the fiscal year, serving as a norm for the good administration of school funds. The probable income from the percentage of tax appertaining to the school boards is stated in the general budget, pursuant to the provisions of the law; and, as a consequence, the tax collected by the treasurer of Porto Rico on real and personal property, as assessed. These funds, which are called "regular," are availed of to meet regular expenses, namely, expenses for the maintenance of public schools that can not be dispensed with.

The cash surplus at the closing of operations of the fiscal year is entered in the additional budget. The boards dispose of this surplus, applying it solely and exclusively to extraordinary expenses.

A copy of these documents is transmitted to the school treasurer who proceeds to enter the contents thereof in the book of appropriations, opening an account for each appropriation under the proper subhead and item, for the purpose of disbursements ordered by the board. This book and the cash book are the principal for such operations. The division under me performs the same work in special books, making entry thereon, in a methodical manner, of all the accounts rendered monthly by the treasurer. This official renders together with this account a statement of balances of the different items of the school budgets, thus showing the condition of appropriations for each item after entry of disbursements made against the same during the month in which the account is rendered. So that, under this system, the school boards and the department have an intimate understanding as regards the gradual expenditures out of the school funds and school tax, or from any other source.

Besides such checkings of monthly balance by the different items of the budget, we also have a quarterly statement of the cash balance available in the bank, depositary of school funds. We know monthly the cash balance on hand, as per account rendered by the treasurer, but until a year ago we did not know whether such balance agreed with the bank or not, owing to the fact that quite a number of checks issued by the school treasurer are not immediately presented for payment. But to-day, through forms Nos. 21 and 22, which this division had printed and distributed among the treasurers of the school boards at the beginning of the fiscal year 1908-9, we have arrived at such knowledge. These forms comprise a statement of checks issued and comparisons of balances, with a statement at the end of checks issued and not presented for payment within the dates in which both balances are compared. The statement of checks comprises all checks issued by the treasurer during the month for which the account is rendered, as per voucher paid, and the amount of which is the same as the amount of all the expenses appearing in the said account. These statements of checks are received monthly and are filed to await the rendition by the bank of its quarterly statement of deposits and payments made by the board. In view of this quarterly statement, entry is made on the statements of checks rendered by the school board treasurer of all checks appearing in the bank statement. It is clear that the total amount of checks issued and not presented to the bank must be the same as the difference between the balances of the treasurer and the bank.

Together with these quarterly statements the division of school boards accounts receives all checks paid. These statements after examination and approval are transmitted to the school board for the same purpose with a request for information as to the result.

By these proceedings, the relations of the school boards with the bank have been limited to making deposits of such amounts as they receive monthly from the treasurer of Porto Rico and drawing their checks against their funds in payment of the warrants approved by the board, and, in turn, the relations of this division with the boards have been increased. The latter consult us as to their checks and such consultations are determined by the department without any intervention from the bank, inasmuch as the school boards division has available all the data necessary for such purpose.

Another innovation which comes to increase the relations of the department with the boards is that all correspondence with the treasurer of Porto Rico is rendered unnecessary as regards accounting for retentions of principal and interests on loans and advances from the special funds known as "the school-extension fund" for the construction of school buildings. This division keeps an account for such boards as have contracted such obligations with the insular treasury of Porto Rico. It was necessary for the division of school-boards accounts to undertake the keeping of these accounts owing to many circumstances. In the first place, the department when approving annual budgets also approves item 10, subhead G, for the payment of capital and interest on loans or advances made by the insular treasury. For this purpose it is necessary to know the condition of indebtedness and no such knowledge can be had unless a proper account is kept from year to year. In the second place the boards frequently address the department as to certain differences which they notice on retentions made, and prior to this time we found it necessary to apply to the office of the treasurer of Porto Rico so as to be able to answer consultations and questions that were asked us. And, finally, it is interesting to the department to know, for divers purposes, much of the data that is derived from such negotiations. It is sufficient for this division, for the correct keeping of said accounts, that the treasurer of Porto Rico keep us posted, pursuant to agreement, on forms prepared by this division, as to such amounts as are received by the treasurers of school boards to the credit of the school fund and school tax, as well as monthly retentions made for principal and interest, by reason of loans

or advances. In the fiscal year which has just expired the opening of a book of retentions has been of great advantage and of practical use.

It is also the duty of this division to look into the bonds executed by the fidelity companies, accepted by the government of Porto Rico, to secure liabilities of the school treasurers. Special attention is given to these bonds, revising same annually so that they always cover such liabilities as may be incurred by said officials. As to the matter of premiums, this division takes care that they are paid promptly so that the said bonds shall always be in full force and effect for the good of the interests of the boards. But the most salient and strongest bond of sympathy which has made the relations between the department and the boards more intimate is that which refers to the construction of school buildings. The moment the present system of budgets was established, the boards were able to know exactly their resources and appropriate the same in a discreet and thoughtful way for the payment of the different obligations intrusted to them by law, applying always surplus amounts to the construction of school buildings. This gave rise to the making of loans by the insular treasury, payable in ten years, at a modest interest of 3 per cent per annum, for the construction of school buildings.

The department has been pleased to recommend the granting of these loans whenever and wherever the financial condition of a board has permitted it, a condition which may be proved at any time and in a clear and precise way by the production of the school budgets in force. The result is shown by the number of school buildings that have been built in this way.

The fiscal year 1908-9 closed with a cash surplus of \$127,213.59, deposited in the American Colonial Bank, without a single outstanding bill or obligation.

Division of school board accounting.

RECEIPTS.

To balance deposited in the American Colonial Bank in favor of the school boards.....	\$116,400.92
Total amount received by treasurers of school boards from July 1, 1908, to June 30, 1909.....	403,338.00
Total amount retained by the treasurer of Porto Rico during the fiscal year 1908-9 in payment of loans and for the construction of school-houses.....	44,960.65
 Total.....	 564,699.57

DISBURSEMENTS.

Payments made during the fiscal year 1908-9:

Rent of schoolhouses.....	73,904.36
House rent for teachers.....	85,345.50
Salaries of employees.....	48,636.07
Contingent expenses.....	7,300.21
Equipment and furniture.....	39,833.36
Text-books and supplies.....	2,102.84
Construction of school buildings.....	91,100.71
General expenses.....	44,302.28
 Total.....	 392,525.33
Amount paid on account of loans and for the construction of school-houses.....	44,960.65
 Balance.....	 437,485.98
 Total.....	 564,699.57
To balance deposited in the American Colonial Bank to the credit of the school boards.....	127,213.59

UNIVERSITY OF PORTO RICO.

The University of Porto Rico was established by an act of the insular legislature approved March 12, 1903, as an organization for the gradual development of facilities for higher education in Porto Rico. This law vested the government of the new

institution in a corporation known as the "Board of trustees of the University of Porto Rico," of which the governor of Porto Rico is the honorary president, and the commissioner of education is president *ex officio*. It provided the board with an income from the insular revenues and authorized the solicitation of federal and private aid. It established a normal department by transferring the Insular Normal School with its grounds, buildings, and equipment, and current appropriation from the department of education to the board of trustees of the University. It provided the basis of an agricultural and mechanical department by transferring to the board of trustees a farm of 100 acres in Rio Piedras, previously purchased by the commissioner of education at a cost of \$9,700 out of the general school extension fund, a fund constituted from customs on Porto Rican importations collected before 1901 and refunded by the Federal Government on the institution of free trade. And it authorized the institution of the following additional departments, in the order given, as soon as the necessary funds should be available: A department of the natural sciences and engineering, a department of liberal arts, a department of medicine, a department of law, a department of pharmacy, a department of architecture, and a university hospital.

The normal department was organized on July 1, 1903. A department of agriculture was established in October, 1904. No other departments have been actually attempted on account of the lack of funds, since the hope of the founders that private donations would be forthcoming has never been realized, and their hope of federal aid was not realized until May, 1908, when an allotment under the Morrill Act was received which can not, however, be used for the erection of buildings.

NORMAL DEPARTMENT.

The normal department is situated on a tract of 23 acres lying along the military road at a distance of 7 miles from the capital and just outside the village of Rio Piedras. Its location is ideal, as the elevation and the breeze from the northeast render it easily the best location near San Juan for school purposes. It offers to graduates of the eighth grade a two and a four year course in normal training. At the end of the two-year course the students receive an elementary certificate which can be exchanged for a rural or graded certificate, according to the age of the holder. On the completion of the four-year course a diploma is given, which entitles the holder to the principal's certificate when he has satisfied the necessary requirements of the law in regard to age and experience. A special course of one year to graduates of high schools is also offered.

Last year's work was begun in this department on September 28, with an enrollment of 206 in the normal and 310 in the training school. Twenty teachers were employed to carry on the work, which was begun under the direction of Mr. Felipe Janer, owing to the absence of Mr. Miller, the former principal, on account of sickness. As the condition of his health made his return impossible, at the October meeting of the board of trustees Fred. K. Fleagle was appointed dean of the department.

In December work was begun in domestic science under the direction of Miss Loreta Boies. The success of this work was remarkable considering the fact that industrial work had not met with popular approval heretofore. Forty students were enrolled in this work and the course became one of the most popular, as well as one of the most helpful, given in the course of study.

The normal department at the present occupies three buildings, one of which is the original normal building, constructed in 1902, the second is the new training school opened in January, 1909, and the third is a large house standing on the edge of the town and known as the "Saldana House." The normal building contains an assembly room that seats about 225 persons, 6 recitation rooms, a reading room, the dean's and associate dean's offices, and storerooms for books and supplies. In the basement are the chemical and manual training laboratories, together with the lockers, baths, and dressing rooms for the gymnasium classes.

The school is equipped with a library of 3,333 volumes, including works of fiction and reference books. Several sets of encyclopedias are at the command of the students in the reading room. Both English and Spanish writers are represented, and an addition of more than 200 modern Spanish masterpieces and 1,000 volumes of reference works have been added during the present year. Forty-six magazines and newspapers are subscribed for by the library.

The practice school is a modern, well-lighted, comfortable building, consisting of 8 grade rooms, each with its adjoining recitation room, a large recitation room for the meetings of the practice teachers, principal's office, and storerooms. It has a branch library of about 300 volumes of children's books, and the beginnings of a museum.

Adjoining the practice school a playground 100 feet square has been constructed, fitted with adequate apparatus, and will be placed under the direction of one of the teachers of the training school in order to give the practice teachers training in children's games before going out into actual work.

The third building, the Saldana House, is a large, 15-room house standing close to the university property, and will be used for the library and domestic science laboratory. Classes in art will also be given here.

On the normal grounds are tennis courts, basket-ball grounds, and the athletic field, which consists of a circular track, a 100-yard track, and the baseball field. It also has a grand stand with a seating capacity of nearly 200 persons.

Material changes have been made in the course of study during the past year. A certain amount of elective work has been included, the number of recitations per week has been lessened, and in place of such a large number of short courses a smaller number of courses and those of longer duration have been included in the curriculum. The departments of science and history have been strengthened and apparatus purchased for the science work that makes it possible to give work equivalent to that given by any institution of equal rank.

Following is the course of study:

First year: *English, *algebra, *physical geography, or *botany, music, public speaking, drawing, manual training, domestic science, nature study, Spanish grammar, ancient history, elementary agriculture.

Second year: *English, *Spanish, *reviews, *theory of teaching, *school management, *special methods, *practice teaching.

Third year: *English, *mediæval and modern history, *history of education, plane geometry, zoology, manual training, domestic science, physics, chemistry.

Fourth year: *English, *American history and civics, *practice teaching, *psychology, *chemistry or *physics, Spanish literature.

(Those subjects marked with a * are obligatory; the rest are elective.)

There were 70 diplomas and certificates awarded at the end of June, 19 diplomas to those who had completed the four-year course, and 51 to those who had finished the elementary course of two years.

FREE SCHOLARSHIPS.

The qualifications of scholarship students are set forth in the following law, passed and approved March 12, 1908:

"Seventy-five young men and young women, seventy of whom shall be, in so far as possible, ten from each electoral district, of not less than sixteen nor more than twenty years of age, of good health, honest and intelligent, and who otherwise would be unable to continue their education beyond the common schools, shall be awarded by the committee hereinafter established, scholarships in recognition of diligence and excellence in the work of the common schools, each of the value of one hundred and eighty dollars, payable in nine equal monthly installments of twenty dollars for each school month, for the purpose of studying in the normal department of the University of Porto Rico, with the end in view of obtaining the diploma of this school.

"Candidates for scholarships shall have successfully and creditably passed the examination conducted by the department of education for the eighth-grade diploma of the public schools; if awarded scholarships they shall enter the first-year class of the normal department, and before entering they shall be required to promise in writing that when their studies are completed they will devote themselves to teaching in the public schools of Porto Rico, beginning as soon as they shall be able to secure positions as teachers and continuing for a period of at least three years.

"When all or part of said scholarship students shall have passed the necessary examinations and obtained the elementary certificate of the normal department, the commissioner of education may select not more than forty young men and women to continue their studies through the advanced course: *Provided*, That the commissioner of education may, at his discretion, include among the said forty students not more than fifteen young men and women who hold a diploma showing a completion of the four years' course in a high school of Porto Rico during the year immediately preceding the election."

In accordance with the provisions of this act 75 persons have been chosen as scholarship holders for the coming year.

The following table shows the enrollment by classes since the founding of the university, and the number of instructors employed:

Year.	Number of pupils enrolled.					Number of instructors.	
	Fourth year.	Third year.	Second year.	First year.	Total.	Normal.	Practice school.
1903-4.....		13	29	60	102	10	7
1904-5.....	5	21	48	34	108	10	7
1905-6.....	13	26	30	62	131	8	7
1906-7.....	12	8	46	68	134	8	7
1907-8.....	8	14	69	68	159	8	7
1908-9.....	19	6	75	106	206	11	9

For the year 1909-10 fifteen teachers have been appointed in the normal and nine in the practice school.

Nearly all the work has been carried on in English during the past year, and for the coming year it is planned to have all the work done in English, with the exception of the classes in Spanish language and literature. An attempt will also be made to encourage the speaking of English in the boarding houses, in order that a knowledge of conversational English may be developed.

The faculty for the past year was as follows: Fred. K. Fleagle, dean, professor of pedagogy; Felipe Janer, associate dean, professor of Spanish; Susan D. Huntington, principal of training school; Jessie Dunlavy, acting professor of English; José Janer, assistant professor of mathematics; Lillian N. Randall, assistant professor of English; J. B. Hagberg, professor of science; Francisco Zuazaga, assistant professor of science; Erle H. Casterlin, assistant professor of history; Glenn Whealen, instructor in music; Alberta Campbell, instructor in art; Loreta Boies, assistant professor of domestic science; Emily P. Williams, critic teacher, eighth grade; Carlota Matienzo, critic teacher, seventh grade; Alwina Rodenbaeck, critic teacher, sixth grade; Harriet McCoy, critic teacher, fifth grade; Helen Frishe, critic teacher, fourth grade; E. Jeanette Mathews, critic teacher, third grade; Helen L. Lisle, critic teacher, second grade; Marina Rovira, critic teacher, first grade.

The work in the normal department has been handicapped by lack of room during the last year. The rental of the Saldana House will relieve, to a certain extent, the pressure for the coming session, but new buildings are imperative in order to accommodate the increasing number of students. There is every reason to believe that there will be a steady increase each year, and the present usable buildings are crowded to their utmost capacity. A building to be used for laboratories and library purposes is the most necessary. In addition to this, if gymnastic work is to be carried on to any extent, a gymnasium is necessary. The rooms formerly used for this purpose have been adapted to the work in manual training, and at the present time there is no place where gymnasium classes can be held except on the athletic field.

As most of the students who attend the university are from other parts of the island, the normal department is essentially a boarding school in its nature. Dormitories, especially for the young ladies, are needed, as the available boarding houses in Rio Piedras are few. There would be less hesitation on the part of parents in sending their daughters to Rio Piedras if they knew that they would be well housed, fed, and under the care of a capable matron.

According to the provisions of the Morrill Act, military training is necessary in the institutions that enjoy the benefits of this federal money. Owing to many reasons this part of the training has not been developed up to the present time, but preparations are being made to include it in the course of study for the coming year.

During the past year a start has been made toward beautifying the campus in front of the normal buildings. We have about six acres of land here, which is being laid out in a landscape garden and planted to tropical trees and shrubs. Circular walks lead to a central garden, and the improvement certainly does much to beautify the appearance of the university property which lies along the carretera.

The normal department of the university, although administered separately, forms an integral and a most important part of the public-school system, and already the graduates of the normal school are exerting a most helpful influence in insular education.

BOARD OF TRUSTEES.

The board of trustees is composed of the following members: Hon. Regis H. Post, governor of Porto Rico, honorary president; Hon. Edwin Grant Dexter, commissioner of education, chancellor and president of the board of trustees; Hon. H. M. Hoyt, attorney-general of Porto Rico; Hon. S. D. Gromer, treasurer of Porto Rico; Hon. José de Diego, speaker of the house of delegates; Hon. Luis Muñoz Morales, term expires October 7, 1909; Hon. Bernardo Huicy,^a term expires October 7, 1909; Hon. Federico Egetau, term expires November 8, 1910; Hon. Carlos M. Soler, term expires October 7, 1911; Dr. Manuel Quevedo Baez, term expires October 7, 1911; Hon. Francisco de P. Acuña, term expires October 7, 1911; John Mellowes, secretary and treasurer.

Mr. T. E. Snowman, secretary and treasurer, resigned in February, and Mr. John Mellowes, formerly supervising principal of schools in Humacao, was appointed to fill the vacancy.

SUMMER SESSION.

In order to fill a long-felt want in educational matters in Porto Rico, the board of trustees of the university decided to conduct a summer session of eight weeks in the normal buildings, and under the direction of the regular normal faculty. Such an opportunity for two months' study under excellent instructors was an unprecedented thing in the history of the island, and the teachers were not backward in taking advantage of the opportunities presented. Special courses were offered in music, domestic science, manual training, English, Spanish, physics, geometry, geography, physiology, nature study, arithmetic, algebra, pedagogy, and psychology.

In addition to the above-named courses, opportunity was also given to those teachers who were planning to take the examination for the English graded license to spend one period each day teaching in English, under the observation of a skilled critic teacher. Observation classes were also a special feature of the summer's work, and from the teachers in the department of education two American and two Porto Rican teachers were chosen who conducted classes in all the subjects taught in the graded schools, with the idea of giving the summer students some new ideas in the way of discipline, conduct of classes, personal work of the teacher, etc.

The advance enrollment far exceeded our expectations, but before the end of the first week the enrollment reached its highest point—367 persons. Practically every town on the island was represented. The total enrollment was distributed among the different classes of teachers as follows:

Holders of principal's certificate.....	7
Holders of English graded license.....	53
Holders of graded license.....	127
Holders of rural license.....	152
Holders of preparatory license.....	8
Special students.....	20
 Total.....	 367

The special students were students regularly enrolled in the normal department who reside in Rio Piedras and who asked permission to carry some work in the summer session.

It was very gratifying to find so many graded and English graded teachers enrolled, for there was not the incentive for them to attend that there was in the case of the rural teachers. Those who held rural licenses, for the great part, came here to fit themselves for the graded examination, but a very small per cent of the graded and English graded teachers took the examination for the principal's license. It is true that a great many graded teachers took special work to fit them for the English graded examination, but the per cent of these teachers enrolled was far greater than had been expected; it seemed to indicate that personal improvement was as much sought after by the average teacher as the benefits that might result from a higher grade of teachers' license.

A course in manual training was given during the summer session, and the work was very enthusiastically taken up by about twenty teachers. The reception that both manual training and domestic science have met in the normal department since their introduction is very auspicious for the future success of the industrial training.

^a Deceased. Vacancy filled for rest of unexpired term by Mr. D. W. May, of the Mayaguez experiment station.

A special course in music for teachers was also given, under the direction of Miss Florence M. Perkins, of East Orange, N. J., who consented to come down for the summer. Although the shortness of the course rendered any great amount of work impossible, yet a great many hints were offered and methods of work were explained, and greater enthusiasm for this branch of school work aroused.

I should recommend that next summer a special course of twelve weeks be opened in the normal department. The response of so many teachers this vacation who were willing to forego their summer's rest in order to improve themselves speaks very well for the body of native teachers in the department of education, and I think that with a larger course, where more practical work could be done in the way of laboratory and experiment work, the results would more than justify the necessary outlay of time and money that would be necessary to carry out a twelve-week session.

THE DEPARTMENT OF AGRICULTURE.

Great progress has been made during the year 1908-9 in the organization and development of this department.

The title to a 40-acre tract of land adjoining the United States experiment station at Mayaguez has been perfected, and the plans for a building to cost \$30,000 completed. Ground will be broken for this building within a short time. After its completion, the work of the department can be carried on in two different parts of the island, varying materially in climatic conditions and character of the soil. In this way the agricultural needs of the whole island can be better served.

As dean of the agricultural department, the services of J. William Hart have been secured. Dean Hart received his professional training in the higher agricultural institutions of Canada, was later a member of the faculty of the University of Illinois, and still more recently at the head of important agricultural interests in Brazil under that Government. Dean Hart comes to us fully trained for his important work and with extended experience in the problems of tropical agriculture.

For the coming year agricultural instruction will be given only at Rio Piedras.

Forty scholarships in the department have been established by the trustees and full courses of instruction organized.

The university farm, which consists of a tract of land measuring 95.21 acres, lies on the outskirts of the village of Rio Piedras, with a general slope toward the east. Of this area, about 30 acres are alluvial clay, while the remainder may be described as a thin sandy or sandy loam in the better parts, soil resting on a bed of stiff red clay. Most of the low-lying land is planted to "mallojillo," and is nearly always inundated by the drainage from higher surrounding areas, which condition is apparently ideal for the growth of this semiaquatic grass. The higher sandy land, with its impervious clay subsoil, presents an attractive field for investigation, and since there are large tracts of soil of similar character on the island, it would appear that any method in improving it that could be carried out economically might be generally adopted, with substantial benefit to all.

It is the popular belief that land upon which ordinary crops can not be grown is worn out and comparatively worthless, but it is a fact that has been demonstrated over and over again that the fertility of such land may be restored by the simple addition of some one element of soil fertility that is lacking, or that it needs some corrective treatment in order to make it productive.

During the past year a modern cow stable, with capacity for 50 head of milch cows, has been built at a cost of \$5,000; also a poultry house of cement blocks. A water-works system supplying water to the students' mess and the dairy stable has also been installed. Plans have been prepared for a dairy building to cost \$6,000, exclusive of equipment, and its construction will be proceeded with at once.

With the \$5,000 appropriated by the board of trustees a herd of 22 Jersey cows and a Jersey bull were purchased in the Southern States. Later 5 head of native Porto Rican cows were purchased. Judging from the results at the milk pail, it would appear that more satisfactory returns will be attained by selecting the very best native Porto Rican cows obtainable, breeding them to the best bull of native stock that can be bought, and then, by weeding out the inferior heifer calves and by good feed and care, striving to develop cows that will be superior to their dams. This is the way other breeds have been evolved, and as the Porto Rican dairy cattle are superior to the immediate progenitors of some of our races of dairy cattle, a few generations should give us a superior breed of native milch cows, a breed acclimated and accustomed to the environment, as no imported dairy breed could be for generations. Much valuable information will be gained by a thorough investigation along this line, and it is to be hoped that means will be forthcoming for carrying on this work.

Having this object in view, and because of the difficulty in finding Holstein cattle immune to the tick fever, the \$5,000 appropriated by the board of trustees for the purchase of Holstein cattle has not been spent. It is probable that a small part of this amount will be used to import from the United States a few calves of this breed, as the danger of acclimation fever is much less with young stock.

A few representative animals of different breeds should be bought for teaching purposes, in order that students may become familiar with the characteristics of good stock for meat, for milk, and for work.

The total university property and equipment is valued as follows:

Sites and grounds.....	\$32,294.00
Buildings.....	59,832.90
Roads, fences, and ditches.....	835.48
Library books and equipment.....	2,887.70
Furniture and fixtures.....	4,055.00
Laboratory equipment and apparatus.....	2,744.16
Machinery and tools.....	779.55
Wagons and harness.....	314.09
Live stock.....	6,675.67
Trees.....	841.10
	111,259.65

Our total expenses for the year were \$95,974.47.

The following exhibits show the state of the various funds on July 1. On June 30, 1909, the balance in the American Colonial Bank to the credit of the Morrill fund was \$54,749.67 and to the credit of the trust fund \$8,143.16.

EXHIBITS.

EXHIBIT A.

Name of fund.	Amount appropriated.	Repayments.	Expended.	Balance appropriated.	Balance unappropriated.
University fund, trust fund.....	\$25,422.74	\$843.83	\$19,013.32	\$7,253.25	.....
Funds for the University of Porto Rico, 1908-9.....	36,000.00	71.53	30,751.05	5,248.95	\$71.53
Expenses, board of trustees.....	500.00	.....	493.46	6.54	.....
Reconstruction of practice school.....	15,000.00	.....	15,000.00	.....	.....
Furniture for practice school.....	1,000.00	.....	980.00	20.00	.....
Purchase of land for College of Agriculture and Mechanic Arts.....	10,000.00	.....	9,000.00	1,000.00	.....
Construction of College of Agriculture and Mechanic Arts.....	30,000.00	.....	.....	30,000.00	.....
Federal allotment, 1907-8.....	30,000.00	.....	10,867.30	15,632.70	3,500.00
Federal allotment, 1908-9.....	35,000.00	.....	.....	35,000.00	.....
Education of young men and women in the normal school.....	10,163.80	.....	9,290.32	873.48	.....
Funds for the University of Porto Rico, 1907-8.....	602.00	.....	579.02	22.98	.....
Total.....	193,688.54	915.36	95,974.47	95,057.90	3,571.53

EXHIBIT B.

	Appropria-tion.	Trans-ferred to.	Transferred from.	Expended.	Balance.
Salaries, normal school.....	\$15,420.00	.....	\$5.00	\$13,019.99	\$2,380.01
Salaries, practice school.....	9,400.00	.....	.....	8,900.00	500.00
Salaries, janitors.....	1,260.00	\$25.50	.....	1,285.50	.....
Care of buildings and grounds.....	740.00	.....	.....	434.29	305.71
Text-books.....	1,000.00	400.00	25.50	1,327.90	46.60
Salary, librarian.....	400.00	.....	.....	400.00	.....
Library books.....	800.00	.....	.....	714.13	85.87
Student supplies.....	600.00	150.00	.....	598.83	151.17
Equipment.....	2,000.00	.....	400.00	757.85	842.15
Athletic field.....	600.00	.....	543.00	57.00	.....
Contingent.....	3,800.00	.....	150.00	2,719.50	930.50
Playground.....	.....	.....	.....	536.06	6.94
Total.....	36,000.00	575.50	1,123.50	30,751.05	5,248.95

EXHIBIT C.

	Appropria-tion.	Transferred from.	Expended.	Balance.
Development of university farm.....	\$10,000.00	\$5,500.00	\$4,341.32	\$158.68
Equipment for instruction in mechanic arts.....	10,000.00	.....	368.82	9,631.18
Purchase of books in English.....	500.00	.....	194.60	305.40
Equipment for physics and chemistry.....	5,000.00	.....	387.94	4,612.06
Special fund for purchase of cattle.....	.....	.....	5,500.00	.....
Equipment for biological science.....	1,000.00	.....	74.62	925.38
Total.....	26,500.00	5,500.00	10,867.30	15,632.70

EXHIBIT D.

	Appropriation.	Transferred from.	Expended.	Balance.
Miscellaneous purposes, 1908-9.	\$61.00		\$61.00	.....
Reconstruction practice school.	2,228.00		2,228.00	.....
Salary, secretary-treasurer.	1,500.00		1,475.00	\$25.00
Maintenance of university farm.	21,314.67	\$3,600.00	11,079.26	6,635.41
Maintenance of agriculture school, 1907-8.	692.46		692.46	.....
Miscellaneous purposes, 1907-8.	126.61		126.61	.....
Charles Thomasset, surveyor.	20.00		20.00	.....
Additional expenses:				
Board of trustees.	173.83		80.99	92.84
Bond of secretary-treasurer.	150.00		150.00	.....
Purchase of Gómez property.			2,950.00	.....
Rent of Saldana House.			150.00	500.00
Total.	26,266.57	3,600.00	19,013.32	7,253.25

EXHIBIT E.

DEPARTMENT OF AGRICULTURE, UNIVERSITY OF PORTO RICO.

Proposed budget for the year 1909-10.

Funds available:

Morrill fund.	\$40,000
University trust fund.	16,000
Receipts, estimated.	4,000
Total.	60,000

Expenses:

Salaries.	8,500
Office expenses.	325
Additions to library and agricultural periodicals.	200
Improvements to property:	
Land drainage.	1,500
Fencing.	1,200
Roads and bridges.	2,500
Buildings and equipment:	
Dairy building.	6,000
Portable hog pens.	250
Dairy equipment.	2,500
Installation, electric light and force.	260
School and dormitory equipment.	1,600
Painting and repairs to buildings.	775

Animals:

Acquisition of breeding and dairy stock.	2,800
Purchase of work mules.	2,000
Feed of animals.	3,600

Supplies:

Text-books and school supplies.	320
Dormitory supplies.	450
Seed.	125
Fertilizers.	300

Farm machinery and equipment:

Machinery.	4,500
Tools.	500

Labor:

Student labor.	1,500
Labor, other than student.	2,800

Miscellaneous:

Board of students.	3,780
Students' laundry.	600
Freight and cartage.	360
Clothing for students, 80 suits, at \$4.	320
Medical attendance.	100
Contingencies and unenumerated.	10,335
	60,000

EXHIBIT F.

TABLE I.—*Graded schools, enrollment and attendance—Average per term, 1908-9.*

	(1) Average number of schools.	(2) Average number of days each school was kept.	(3) Average daily enroll- ment.	(4) Average daily atten- dance.	(5) Per cent of attend- ance.	(6) Average daily enroll- ment per school.	(7) Average daily atten- dance per school.
San Juan.....	87	172	3,183	3,067	96.4	36.5	35.2
Rio Piedras.....	15	169	600	578	95.3	40.1	38.6
Carolina.....	8	172	408	385	92.1	49.4	46.7
Trujillo Alto.....	3	143	84	75	89.0	31.3	27.0
Loiza.....	3	169	91	86	93.1	31.0	29.4
Rio Grande.....	8	162	372	361	95.7	43.7	43.4
Fajardo.....	26	161	1,158	1,055	91.1	48.4	44.1
Naguabo.....	5	170	246	236	95.5	50.1	47.9
Vieques.....	7	171	311	292	93.8	44.9	42.2
Culebra.....							
Humacao.....	16	172	653	611	93.1	41.0	38.4
Yabucoa.....	8	169	319	306	96.1	40.8	39.3
Maunabo.....	6	160	178	170	95.7	32.0	30.9
Patillas.....	6	172	263	239	90.9	47.0	42.7
Arroyo.....	6	172	271	248	91.9	45.4	41.7
Gurabo.....	5	173	241	230	95.5	51.4	49.1
San Lorenzo.....	5	172	264	247	93.6	49.9	46.7
Juncos.....	7	167	346	322	93.0	49.1	45.6
Caguas.....	16	171	782	709	90.7	49.6	45.0
Guayama.....	18	171	849	800	93.6	47.7	44.9
Salinas.....	6	172	252	244	96.4	42.0	41.4
Cayey.....	13	173	585	565	96.6	45.0	43.5
Aguas Buenas.....	5	157	167	157	94.2	39.4	37.1
Cidra.....	5	166	207	194	93.3	43.2	40.3
Comerio.....	5	159	202	174	86.4	43.8	37.8
Albonito.....	10	168	361	328	90.8	37.3	35.8
Barranquitas.....	4	170	185	170	91.8	47.1	43.2
Barros.....	5	173	216	206	95.1	43.4	41.2
Coamo.....	11	172	500	476	95.2	45.8	43.6
Santa Isabel.....	5	167	234	216	92.1	45.3	44.8
Juana Diaz.....	10	170	434	405	93.3	44.1	41.1
Ponce.....	82	168	3,648	3,441	94.4	45.7	43.2
Pefiuelas.....	5	168	215	209	97.2	43.6	42.4
Guayanilla.....	6	173	260	241	92.9	43.3	40.3
Yauco.....	19	172	977	931	95.2	51.8	49.4
Sabana Grande.....	3	166	140	133	94.9	48.4	45.9
San German.....	16	167	678	630	93.0	44.0	40.9
Lajas.....	7	170	267	245	91.8	40.9	37.6
Cabo Rojo.....	8	169	390	373	95.4	49.9	47.6
Mayaguez.....	30	167	1,383	1,280	92.5	48.4	44.8
Maricao.....	6	172	235	207	89.1	39.5	35.5
Las Marias.....	3	167	119	99	83.5	40.7	33.8
Añasco.....	10	164	433	397	91.6	45.7	41.9
Rincon.....	2	170	78	73	93.5	39.5	36.5
Aguada.....	4	172	190	173	90.7	44.2	40.1
Lares.....	8	170	327	325	96.7	42.7	41.3
San Sebastian.....	9	173	369	347	94.0	40.8	38.3
Moca.....	4	167	209	188	90.0	49.9	44.9
Aguadilla.....	15	171	684	633	91.7	45.4	42.0
Isabela.....	5	169	219	200	91.5	44.8	40.9
Utuado.....	16	172	585	536	91.5	36.7	33.7
Adjuntas.....	8	164	330	297	90.0	45.5	41.0
Quebradillas.....	4	172	181	159	88.1	49.7	43.8
Camuy.....	5	172	227	197	86.8	49.4	42.9
Hatillo.....	3	169	138	123	88.3	42.3	37.8
Arecibo.....	27	173	1,173	1,119	95.3	43.0	42.0
Manati.....	20	168	881	831	94.3	45.4	42.8
Ciales.....	7	168	318	293	92.2	49.1	45.2
Morovis.....	4	169	140	128	92.0	35.7	32.9
Vega Baja.....	10	167	453	425	93.7	47.0	44.0
Vega Alta.....	4	170	192	182	94.6	48.9	46.3
Dorado.....	3	165	99	96	90.8	39.4	36.5
Corozal.....	5	173	186	176	91.6	40.2	38.1
Naranjito.....	2	159	72	67	93.9	39.3	36.9
Toa Alta.....	5	164	179	172	95.8	37.7	37.1
Toa Baja.....	7	165	245	230	93.6	36.6	34.3
Bayamon.....	22	171	917	850	92.7	41.5	38.4
Porto Rico.....	728	169	31,109	29,158	93.5	43.5	40.9

NOTE.—Columns 3 and 4 are computed on the basis of 173 days per school year, omitting holidays. Columns 6 and 7 are computed on the basis of the number of days actually taught.

TABLE II.—*Rural schools, enrollment and attendance—Averages per term, 1908-9.*

	Average number of schools.	Average number of days each school was kept.	Average daily enrollment.	Average daily attendance.	Per cent of attendance.	Average daily enrollment per school.	Average daily attendance per school.
San Juan.....	30	169	998	969	97.2	34.6	33.7
Rio Piedras.....	14	169	617	583	94.5	46.4	43.8
Carolina.....	14	173	702	644	91.8	50.3	46.2
Trujillo Alto.....	3	172	172	145	84.3	57.7	48.6
Loiza.....	18	157	698	653	93.5	43.0	40.3
Rio Grande.....	24	159	878	834	95.0	40.1	38.1
Fajardo.....	21	157	902	796	88.5	46.8	41.4
Naguabo.....	13	161	503	471	93.8	44.4	38.8
Vieques.....	10	166	410	373	91.0	44.0	40.1
Culebra.....	3	160	107	90	84.4	38.2	32.1
Humacao.....	23	161	748	681	91.2	37.5	32.2
Yabucoa.....	15	167	623	567	91.1	42.9	39.0
Maunabo.....	5	165	185	176	95.2	38.6	39.6
Patillas.....	11	160	479	425	88.7	46.2	41.8
Arroyo.....	7	162	308	363	85.0	45.7	39.9
Gurabo.....	9	148	324	300	92.3	43.0	40.5
San Lorenzo.....	9	161	388	346	89.3	44.7	39.9
Juncos.....	9	156	346	318	91.6	43.4	39.8
Caguas.....	10	171	485	426	87.8	47.2	41.4
Guayama.....	15	170	624	562	90.0	42.4	38.2
Salinas.....	13	159	461	428	92.7	39.8	36.8
Cayey.....	13	171	600	577	96.2	46.8	45.0
Aguas Buenas.....	7	147	248	215	87.0	41.7	36.5
Cidra.....	8	169	383	354	92.5	46.7	45.2
Comerio.....	9	153	322	292	90.7	41.6	37.7
Aibonito.....	9	156	343	304	88.9	42.2	37.7
Barranquitas.....	8	154	386	355	92.0	54.5	50.2
Barros.....	15	168	595	550	92.4	41.8	38.7
Coamo.....	21	165	936	847	90.5	46.1	41.7
Santa Isabel.....	10	160	388	348	89.7	43.1	38.7
Juana Diaz.....	31	165	1,475	1,360	92.2	49.6	45.7
Ponce.....	37	166	1,652	1,538	93.1	45.8	42.7
Pefueblas.....	7	169	298	252	84.6	46.3	38.8
Guayanilla.....	14	166	600	530	88.2	45.8	40.4
Yauco.....	26	163	962	892	92.8	40.2	37.3
Sabana Grande.....	12	168	526	507	96.4	44.6	42.9
San German.....	23	163	1,076	966	88.6	49.0	44.0
Lajas.....	18	164	859	804	93.8	48.4	45.3
Cabo Rojo.....	21	169	955	882	92.3	48.2	44.5
Mayaguez.....	39	162	1,585	1,423	89.9	43.2	38.8
Maricao.....	9	160	295	265	90.0	35.1	31.5
Las Marias.....	16	166	602	506	84.6	38.8	32.7
Afiasco.....	19	168	716	637	89.1	40.1	35.8
Rincon.....	6	165	226	196	87.2	41.2	36.1
Aguada.....	10	163	374	325	87.0	40.9	35.6
Lares.....	20	165	990	910	92.0	51.4	47.6
San Sebastian.....	20	172	996	881	88.4	50.2	44.4
Moca.....	9	172	508	446	86.3	56.7	49.8
Aguadilla.....	20	169	916	817	89.1	47.8	42.6
Isabela.....	13	166	662	611	92.3	53.1	48.9
Utuado.....	47	167	1,521	1,322	86.9	33.3	28.9
Adjuntas.....	19	151	700	608	87.0	42.2	36.8
Quebradillas.....	7	169	381	333	87.4	55.5	45.2
Camuy.....	7	161	316	281	88.9	48.7	43.3
Hatillo.....	6	168	278	251	90.4	50.3	45.6
Arecibo.....	39	165	1,735	1,553	89.5	46.4	41.5
Manati.....	20	167	966	867	89.5	51.1	43.9
Ciales.....	26	161	963	832	86.4	38.9	33.6
Morovis.....	14	156	518	453	87.5	41.2	36.1
Vega Baja.....	10	171	526	461	87.3	53.3	45.5
Vega Alta.....	7	166	370	318	85.6	52.6	45.2
Dorado.....	3	152	135	120	88.6	52.1	46.2
Corozal.....	13	166	603	553	91.7	47.2	42.8
Naranjito.....	10	162	363	341	93.9	36.7	34.5
Toa Alta.....	13	164	513	493	96.1	41.6	40.0
Toa Baja.....	7	157	232	204	87.8	36.5	32.0
Bayamon.....	37	164	1,197	1,099	91.9	34.5	31.7

TABLE III.—*Preparatory schools, enrollment and attendance—Average per term, 1908–9.*

	Average number of schools.	Average number of days each school was kept.	Average daily enrollment.	Average daily attendance.	Per cent of attendance.	Average daily enrollment per school.	Average daily attendance per school.
San Juan.....							
Rio Piedras.....							
Carolina.....							
Trujillo Alto.....	5	169	158	134	84.8	32.5	27.5
Loiza.....	4	171	90	88	98.3	22.8	22.4
Rio Grande.....							
Fajardo.....							
Naguabo.....	5	159	142	131	92.1	30.9	28.4
Vieques.....							
Culebra.....							
Humacao.....	2	155	59	53	89.6	33.0	29.4
Yabucoa.....	2	140	43	43	98.9	29.7	29.4
Maunabo.....							
Patillas.....	2	131	43	40	93.6	28.0	25.9
Arroyo.....	1	161	31	27	85.7	33.4	28.5
Gurabo.....	2	154	56	54	94.8	31.4	30.3
San Lorenzo.....	3	162	78	72	93.4	31.3	29.3
Juncos.....	3	164	94	87	92.8	32.9	30.5
Caguas.....							
Guayanilla.....							
Salinas.....							
Cayey.....							
Aguas Buenas.....							
Cidra.....							
Comerio.....	3	145	73	67	91.5	28.0	25.6
Albonito.....	2	133	42	40	93.6	27.8	26.0
Barranquitas.....	2	165	64	62	97.0	33.5	32.5
Barros.....	3	173	96	86	89.8	32.0	28.7
Coamo.....	4	168	113	104	92.1	29.1	26.8
Santa Isabel.....	1	163	27	24	87.5	28.5	25.0
Juana Diaz.....	3	170	74	64	86.5	25.1	21.7
Ponce.....							
Peñuelas.....	2	166	85	80	93.6	43.8	37.0
Guayanilla.....							
Yauco.....	2	170	58	54	93.3	29.6	27.6
Sabana Grande.....							
San German.....	4	164	127	107	85.6	33.5	28.6
Lajas.....	2	165	62	55	89.7	32.3	29.0
Cabo Rojo.....	7	169	203	191	94.0	29.9	28.0
Mayaguez.....							
Maricao.....							
Las Marias.....	1	171	34	27	85.1	34.1	21.2
Añasco.....	4	170	112	102	90.7	28.7	26.0
Rincon.....	2	144	46	39	83.3	28.0	23.3
Aguada.....	2	166	61	55	90.6	27.4	24.9
Lares.....							
San Sebastian.....							
Moca.....							
Aguadilla.....	8	169	219	193	88.4	29.2	25.9
Isabela.....	1	150	26	24	90.5	31.4	28.4
Utuado.....	4	152	100	88	91.6	27.1	24.8
Adjuntas.....							
Quebradillas.....	4	164	117	106	91.0	34.2	31.1
Camuy.....	2	160	92	83	89.6	43.8	39.3
Hatillo.....	5	160	184	155	84.3	39.7	33.5
Arecibo.....							
Manati.....	2	168	64	61	96.1	32.7	31.4
Ciales.....	4	157	84	76	90.8	25.5	23.1
Morovis.....	4	153	92	86	93.0	25.7	23.9
Vega Baja.....							
Vega Alta.....	1	173	37	34	94.3	36.7	34.6
Dorado.....							
Corozal.....	7	167	195	187	95.7	27.7	26.5
Naranjito.....							
Toa Alta.....	3	144	80	77	95.5	32.1	30.6
Toa Baja.....	1	163	30	28	90.7	32.2	29.2
Bayamon.....	3	151	93	87	92.8	36.1	34.0
Porto Rico.....	122	161	3,484	3,171	91.0	30.9	28.2

TABLE IV.—*Night schools, enrollment and attendance—Average per term, 1908-9.*

	Average number of schools.	Average number of days each school was kept.	Average daily enrollment.	Average daily attendance.	Per cent of attendance.
San Juan	7	125	184	164	90.2
Rio Piedras	1	121	49	40	81.9
Carolina					
Turrialba Alto	1	154	22	18	81.4
Loiza	1	119	26	21	74.2
Rio Grande	1	124	19	11	52.8
Fajardo	3	142	87	75	86.1
Naguabo	1	152	34	31	89.8
Vieques	1	144	29	25	85.0
Culebra					
Humacao	2	151	62	57	91.9
Yabucoa	2	153	91	78	86.8
Maunabo	1	146	26	25	98.0
Patillas	1	154	37	32	85.1
Arroyo	1	151	27	21	76.4
Gurabo	1	154	35	32	90.7
San Lorenzo	2	146	73	63	85.8
Juncos	2	152	63	51	82.0
Caguas	3	154	141	121	85.7
Guayama	1	151	61	59	96.9
Salinas	1	151	34	32	93.1
Cayey	1	155	48	43	90.1
Aguas Buenas	1	141	28	26	91.5
Cidra	1	141	28	22	75.8
Comerio	1	151	35	25	69.1
Alibonito	2	116	44	37	83.6
Barranquitas	1	151	28	23	82.7
Barros	2	151	44	34	76.6
Coamo	2	152	72	51	68.5
Santa Isabel	2	150	53	45	84.8
Juana Diaz	8	146	195	160	81.8
Ponce	6	149	213	184	86.4
Peñuelas	2	153	70	57	74.6
Guayanilla					
Yauco	2	150	75	66	87.2
Sabana Grande	1	155	47	45	95.3
San German	3	144	103	84	80.9
Lajas	2	141	79	71	88.8
Cabo Rojo	3	152	107	94	87.3
Mayaguez	2	132	65	51	76.3
Maricao	1	143	35	24	68.0
Las Marias	1	153	31	24	76.6
Añasco	2	138	82	72	87.7
Rincon	1	153	35	34	98.1
Aguada	2	122	63	49	76.9
Lares	2	139	46	40	87.1
San Sebastian	2	153	56	45	80.0
Moca	1	155	38	31	81.1
Aguadilla	2	147	83	73	87.9
Isabela	2	145	71	57	79.6
Utuado	2	153	66	55	83.4
Adjuntas					
Quebradillas	1	152	46	39	82.0
Camuy	1	94	21	16	72.7
Hatillo					
Arecibo	2	152	87	73	82.4
Manatí	2	153	66	58	87.2
Ciales	2	152	85	73	86.3
Morovis	1	154	31	27	87.1
Vega Baja					
Vega Alta					
Dorado	1	150	23	17	73.6
Corozal	1	151	32	27	83.1
Naranjito					
Toa Alta	1	150	28	24	85.2
Toa Baja	1	139	26	22	85.2
Bayamon	2	155	55	44	80.5
Porto Rico	108	143	3,546	2,998	84.3

TABLE V.—*Schools and teachers, common schools—Averages per term.*

	(1) Graded rooms.	(2) Double enroll- ments.	(3) Rural rooms.	(4) Double enroll- ments.	(5) Pre- paratory rooms.	(6) Double enroll- ments.	(7) Total com- mon schools.	(8) Teachers not in charge of schools.	(9) Total teachers.
San Juan.....	82	6	23	7	.....	.....	118	11	116
Rio Piedras	15	.....	13	1	.....	.....	29	2	30
Carolina.....	7	1	13	1	.....	.....	22	.....	20
Trujillo Alto.....	3	.....	3	.....	4	1	11	.....	10
Lolita.....	3	.....	11	7	2	2	25	.....	16
Rio Grande.....	7	1	14	10	.....	.....	32	1	22
Fajardo.....	22	4	16	5	.....	.....	47	1	39
Naguabo.....	5	.....	8	5	3	2	23	1	17
Vieques.....	7	.....	8	2	.....	.....	17	1	16
Culebra.....	.....	.....	3	.....	.....	.....	3	.....	3
Humacao.....	13	3	16	7	2	.....	41	1	32
Yabucoa.....	7	1	12	3	1	1	25	.....	20
Maunabo.....	4	2	4	1	.....	.....	11	.....	8
Patillas.....	5	1	10	1	2	.....	19	.....	17
Arroyo.....	6	.....	7	.....	1	.....	14	.....	14
Gurabo.....	4	1	6	3	2	.....	16	1	13
San Lorenzo.....	5	.....	8	1	2	1	17	1	16
Juncos.....	6	1	7	2	3	.....	19	1	17
Caguas.....	16	.....	9	1	.....	.....	26	.....	25
Guayama.....	18	.....	14	1	.....	.....	33	.....	32
Salinas.....	6	.....	9	4	.....	.....	19	1	16
Cayey.....	10	3	12	1	.....	.....	26	2	24
Aguas Buenas.....	4	1	5	2	.....	.....	12	.....	9
Cidra.....	5	.....	8	.....	.....	.....	13	.....	13
Comerio.....	5	.....	8	1	2	1	17	.....	15
Aibonito.....	9	1	7	2	1	1	21	.....	17
Barranquitas.....	4	.....	6	2	2	.....	14	.....	12
Barros.....	5	.....	12	3	3	.....	23	.....	20
Coamo.....	10	1	17	4	2	2	36	.....	29
Santa Isabel.....	5	.....	8	2	1	.....	16	.....	14
Juana Diaz.....	10	.....	29	2	3	.....	44	.....	42
Ponce.....	68	14	36	1	.....	.....	119	9	113
Pefiuelas.....	4	1	6	1	2	.....	14	.....	12
Guayanilla.....	4	2	12	2	.....	.....	20	.....	16
Yauco.....	18	1	20	6	2	.....	47	.....	40
Sabana Grande.....	3	.....	10	2	.....	.....	15	.....	13
San German.....	14	1	18	5	4	.....	42	1	37
Lajas.....	7	.....	15	3	2	.....	27	.....	24
Cabo Rojo.....	8	.....	17	4	4	3	36	1	30
Mayaguez.....	26	4	32	7	.....	.....	69	1	59
Maricao.....	6	.....	8	1	.....	.....	15	.....	14
Las Marias.....	3	.....	15	1	1	.....	20	1	20
Añasco.....	9	1	14	5	2	2	33	.....	25
Rincon.....	2	.....	4	2	1	1	10	.....	7
Aguada.....	4	.....	9	1	2	.....	16	1	16
Lares.....	8	.....	20	.....	.....	.....	27	.....	28
San Sebastian.....	9	.....	20	.....	.....	.....	29	.....	29
Moca.....	4	.....	8	1	.....	.....	13	.....	12
Aguadilla.....	13	3	13	7	4	4	44	1	31
Isabela.....	5	.....	13	.....	1	.....	19	.....	19
Utuado.....	15	1	27	20	2	2	67	1	45
Adjuntas.....	7	1	13	6	.....	.....	27	.....	20
Quebradillas.....	3	.....	5	2	3	1	14	1	12
Camuy.....	5	.....	6	1	2	.....	14	.....	13
Hatillo.....	3	.....	5	1	5	.....	14	.....	13
Arecibo.....	26	1	35	4	.....	.....	66	4	65
Manati.....	20	.....	15	5	2	.....	42	.....	37
Ciales.....	7	.....	15	11	2	2	37	.....	24
Morovis.....	3	1	8	6	2	2	22	.....	13
Vega Baja.....	8	2	10	.....	1	.....	20	.....	18
Vega Alta.....	4	.....	.....	.....	1	.....	12	.....	12
Dorado.....	3	.....	3	.....	.....	.....	6	.....	6
Corozal.....	4	1	7	6	4	3	25	.....	15
Naranjito.....	2	.....	6	4	.....	.....	12	.....	8
Toa Alta.....	4	1	7	6	2	1	21	.....	13
Toa Baja.....	6	1	5	2	1	.....	15	.....	12
Bayamon.....	20	2	27	10	2	1	62	1	50
Porto Rico.....	663	65	817	214	89	33	1,881	46	1,615

^a Including 1 principal and 8 grade teachers in practice school.

TABLE VI.—*Teachers, at the end of the year, classified.*

	In charge of grades in graded schools.				Not in charge of grades.				Rural.	Preparatory.	Total common- school teachers.
	Graded.	English graded.	English.	Total.	Principal.	Music and drawing.	English.	Spanish and agri- cultural.			
San Juan.....	24	37	20	81	6	3	1	.....	22	.....	113
Rio Piedras ^a	1	7	8	16	1	.....	.....	.....	13	.....	30
Carolina.....	4	2	1	7	.....	.....	.....	.....	13	.....	20
Trujillo Alto.....	1	1	1	3	.....	.....	.....	.....	3	.....	10
Loiza.....	3	.....	.....	3	.....	.....	.....	.....	11	4	16
Rio Grande.....	4	2	.....	6	.....	.....	.....	.....	14	.....	20
Fajardo.....	10	5	4	19	.....	.....	1	.....	16	.....	36
Naguabo.....	4	.....	.....	4	.....	.....	1	.....	8	3	16
Vieques.....	7	.....	.....	7	.....	.....	1	.....	8	.....	16
Culebra.....	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	3
Humacao.....	7	3	3	13	1	.....	.....	.....	16	2	32
Yabucoa.....	3	3	.....	6	.....	.....	.....	.....	12	1	19
Maunabo.....	3	.....	.....	3	.....	.....	.....	.....	4	.....	7
Patillas.....	3	1	.....	4	.....	.....	.....	.....	10	2	16
Arroyo.....	4	1	1	6	.....	.....	1	.....	7	1	14
Gurabo.....	2	2	.....	4	.....	.....	1	.....	6	2	13
San Lorenzo.....	4	1	.....	5	.....	.....	1	.....	7	2	14
Juncos.....	5	1	.....	6	.....	.....	1	.....	7	2	16
Caguanas.....	6	8	2	16	.....	.....	.....	.....	9	.....	25
Guayama.....	6	8	4	18	.....	.....	.....	.....	14	.....	32
Salinas.....	5	1	.....	6	.....	.....	1	.....	9	.....	15
Cayey.....	6	4	.....	10	.....	.....	1	.....	12	.....	23
Aguas Buenas.....	3	.....	1	4	.....	.....	1	.....	5	.....	9
Cidra.....	3	1	1	5	.....	.....	.....	.....	8	.....	13
Comerio.....	4	.....	1	5	.....	.....	.....	.....	8	2	15
Alibonito.....	2	4	3	9	.....	.....	.....	.....	6	1	16
Barranquitas.....	3	.....	1	4	.....	.....	.....	.....	6	2	12
Barros.....	3	2	.....	5	.....	.....	.....	.....	12	3	20
Coamo.....	2	6	2	10	.....	.....	.....	.....	18	2	30
Santa Isabel.....	2	2	1	5	.....	.....	.....	.....	8	1	14
Juana Diaz.....	4	4	1	9	.....	.....	.....	.....	29	3	41
Ponce.....	3	38	27	68	1	2	1	4	36	.....	112
Peñuelas.....	2	1	1	4	.....	.....	.....	.....	5	2	11
Guayanilla.....	2	1	1	4	.....	.....	.....	.....	12	.....	16
Yauco.....	6	8	3	17	.....	.....	.....	.....	20	2	39
Sabana Grande.....	1	1	1	3	.....	.....	.....	.....	10	.....	13
San German.....	4	8	1	13	.....	.....	.....	.....	18	4	35
Lajas.....	5	.....	.....	5	.....	.....	.....	.....	15	2	22
Cabo Rojo.....	6	2	.....	8	.....	.....	1	1	17	4	30
Mayaguez.....	10	12	2	24	.....	1	.....	.....	31	.....	56
Maricao.....	4	1	1	6	.....	.....	.....	.....	8	.....	14
Las Marias.....	3	.....	1	4	.....	.....	.....	.....	15	1	20
Añasco.....	6	2	1	9	.....	.....	.....	.....	14	2	25
Rincon.....	2	.....	.....	2	.....	.....	.....	.....	4	1	7
Aguada.....	3	1	.....	4	.....	.....	.....	.....	9	2	15
Lares.....	4	3	1	8	.....	.....	.....	.....	19	.....	27
San Sebastian.....	6	2	1	9	.....	.....	.....	.....	20	.....	29
Moca.....	2	1	1	4	.....	.....	.....	.....	8	.....	12
Aguadilla.....	7	3	2	12	1	.....	.....	.....	13	4	30
Isabela.....	3	1	1	5	.....	.....	1	1	11	.....	16
Utuado.....	9	2	4	15	.....	.....	1	1	25	2	43
Adjuntas.....	4	1	.....	5	.....	.....	1	1	13	.....	18
Quebradillas.....	3	.....	1	4	.....	.....	.....	.....	5	3	13
Camuy.....	3	1	1	5	.....	.....	.....	.....	6	2	13
Hatillo.....	2	.....	1	3	.....	.....	.....	.....	5	5	13
Arecibo.....	7	12	7	26	2	.....	2	.....	35	.....	65
Manati.....	11	5	4	20	.....	.....	.....	.....	15	2	37
Ciales.....	5	1	1	7	.....	.....	.....	.....	15	2	24
Morovis.....	2	.....	1	3	.....	.....	.....	.....	8	2	13
Vega Baja.....	6	1	1	8	.....	.....	.....	.....	10	.....	18
Vega Alta.....	2	1	1	4	.....	.....	.....	.....	6	1	11
Dorado.....	2	.....	.....	2	.....	.....	.....	.....	3	.....	5
Corozal.....	3	.....	1	4	.....	.....	.....	.....	7	4	15
Naranjito.....	1	.....	.....	1	.....	.....	.....	.....	5	.....	6
Toa Alta.....	3	.....	1	4	.....	.....	.....	.....	7	2	13
Toa Baja.....	5	.....	1	6	.....	.....	.....	.....	4	1	11
Bayamon.....	7	7	6	20	1	.....	.....	.....	26	2	49
Porto Rico.	292	222	131	645	10	9	7	9	804	87	1,571

^a Including 9 teachers in practice school.^b Agricultural.

TABLE VII.—*Teachers, by sex, at the end of the year 1908-9.*

	Graded.			Rural.			Preparatory.			Total common- school teachers.
	Male.	Fe- male.	Total.	Male.	Fe- male.	Total.	Male.	Fe- male.	Total.	
San Juan.....	14	77	91	5	17	22	.....	.....	.....	113
Rio Piedras ^a	4	13	17	9	4	13	.....	.....	.....	30
Carolina.....	3	4	7	9	4	13	.....	.....	.....	20
Trujillo Alto.....	2	1	3	2	1	3	2	2	4	10
Loiza.....	2	1	3	5	6	11	.....	2	2	16
Rio Grande.....	3	3	6	9	5	14	.....	.....	.....	20
Fajardo.....	6	14	20	5	11	16	.....	.....	.....	36
Naguabo.....	4	1	5	6	2	8	2	1	3	16
Vieques.....	6	2	8	5	3	8	.....	.....	.....	16
Culebra.....	.....	.....	.....	2	1	3	.....	.....	.....	3
Humacao.....	5	9	14	10	6	16	2	.....	2	32
Yabucoa.....	3	3	6	6	6	12	1	1	2	19
Maunabo.....	2	1	3	3	1	4	1	1	2	7
Patillas.....	3	1	4	8	2	10	1	1	1	16
Arroyo.....	5	1	6	3	4	7	.....	.....	.....	14
Gurabo.....	3	2	5	3	3	6	2	2	2	13
San Lorenzo.....	3	2	5	4	3	7	1	1	2	14
Juncos.....	6	1	7	3	4	7	2	.....	2	16
Caguas.....	7	9	16	6	3	9	.....	.....	.....	25
Guayama.....	11	7	18	7	7	14	.....	.....	.....	32
Salinas.....	4	2	6	6	3	9	.....	.....	.....	15
Cayey.....	7	4	11	6	6	12	.....	.....	.....	23
Aguas Buenas.....	2	2	4	2	3	5	.....	.....	.....	9
Cidra.....	4	1	5	6	2	8	.....	.....	.....	13
Comerio.....	3	2	5	4	4	8	1	1	2	15
Aibonito.....	5	4	9	3	3	6	1	.....	1	16
Barranquitas.....	4	.....	4	4	2	6	1	1	2	12
Barros.....	4	1	5	9	3	12	2	1	3	20
Coamo.....	5	5	10	9	9	18	1	1	2	30
Santa Isabel.....	2	3	5	2	6	8	1	.....	1	14
Juana Diaz.....	4	5	9	19	10	29	1	2	3	41
Ponce.....	13	63	76	5	31	36	.....	.....	.....	112
Pefiuelas.....	4	.....	4	4	1	5	2	.....	2	11
Guayanilla.....	2	2	4	6	6	12	.....	.....	.....	16
Yauco.....	11	6	17	13	7	20	2	2	2	39
Sabana Grande.....	2	1	3	5	5	10	.....	.....	.....	13
San German.....	5	8	13	6	12	18	1	3	4	35
Lejas.....	3	2	5	9	6	15	2	2	2	22
Cabo Rojo.....	6	2	8	10	8	18	2	2	4	30
Mayaguez.....	9	16	25	12	19	31	.....	.....	.....	56
Maricao.....	4	2	6	4	4	8	.....	.....	.....	14
Las Marias.....	3	1	4	12	3	15	1	1	1	20
Afiasco.....	4	5	9	7	7	14	1	1	2	25
Rincon.....	2	.....	2	2	2	4	1	1	1	7
Aguada.....	3	1	4	7	2	9	1	1	2	15
Lares.....	2	6	8	6	13	19	.....	.....	.....	27
San Sebastian.....	7	2	9	8	12	20	.....	.....	.....	29
Moca.....	3	1	4	6	2	8	.....	.....	.....	12
Aguadilla.....	7	6	13	10	3	13	4	.....	4	30
Isabela.....	4	1	5	9	2	11	.....	.....	.....	16
Utuado.....	8	7	15	20	6	26	1	1	2	43
Adjuntas.....	3	2	5	4	9	13	.....	.....	.....	18
Quebradillas.....	2	2	4	5	.....	5	1	2	3	12
Camuy.....	3	2	5	5	1	6	1	1	2	13
Hatillo.....	2	1	3	4	1	5	3	2	5	13
Arecibo.....	11	19	30	20	15	35	.....	.....	.....	65
Manati.....	8	12	20	9	6	15	.....	.....	.....	37
Ciales.....	4	3	7	12	3	15	2	2	2	24
Morovis.....	2	1	3	7	1	8	1	1	2	13
Vega Baja.....	7	1	8	6	4	10	.....	.....	.....	18
Vega Alta.....	2	2	4	5	1	6	1	.....	1	11
Dorado.....	1	1	2	2	1	3	.....	.....	.....	5
Corozal.....	3	1	4	3	4	7	1	3	4	15
Naranjito.....	1	.....	1	3	2	5	.....	.....	.....	6
Toa Alta.....	3	1	4	4	3	7	1	1	2	13
Toa Baja.....	3	3	6	3	1	4	1	1	1	11
Bayamon.....	7	14	21	11	15	26	1	1	2	49
Porto Rico.....	300	378	678	444	362	806	41	46	87	1,571

^a Including 9 teachers in practice school.

TABLE VIII.—*Schools according to the number of grades in each, and enrollment at the end of year 1908-9.*

	Graded schools.							
	One grade.		Two grades.		Three grades.		Total.	
	Schools.	Enroll- ment.	Schools.	Enroll- ment.	Schools.	Enroll- ment.	Schools.	Enroll- ment.
San Juan.....	86	3,060	2	69			88	3,129
Rio Piedras.....	15	564	1	48			16	612
Carolina.....	8	386	1	38			9	424
Trujillo Alto.....	1	38	2	52			3	90
Loiza.....			3	85			3	85
Rio Grande.....	4	243	4	154			8	397
Fajardo.....	19	852	5	265	2	100	26	1,217
Naguabo.....	3	159	2	82			5	241
Vieques.....	4	194	3	99			7	293
Culebra.....								
Humacao.....	15	607	1	44			16	651
Yabucoa.....	5	219	2	94	1	32	8	345
Maunabo.....	4	115	2	82			6	197
Patillas.....	4	172	2	94			6	266
Arroyo.....	4	185	2	75			6	260
Gurabo.....	2	104	3	163			5	267
San Lorenzo.....	3	152	3	140			6	292
Juncos.....	5	278	1	56	1	44	7	378
Caguas.....	15	745	1	52			16	797
Guayama.....	18	808					18	808
Salinas.....	4	180	2	69			6	249
Cayey.....	10	441	3	118			13	559
Aguas Buenas.....	3	141	1	32			4	173
Cidra.....	3	153	1	27	1	31	5	211
Comerio.....	3	138	1	32	1	38	5	208
Aibonito.....	7	267	3	80			10	347
Barranquitas.....	3	151	1	33			4	184
Barros.....	1	39	3	139	1	42	5	220
Coamo.....	9	432	2	77			11	509
Santa Isabel.....	4	186	1	49			5	235
Juana Diaz.....	8	373	2	79			10	452
Ponce.....	79	3,596	2	83	1	45	82	3,724
Peñuelas.....	2	100	2	98	1	21	5	219
Guayanilla.....	4	136	1	56	1	42	6	234
Yauco.....	17	936	2	61			19	997
Sabana Grande.....	2	103	1	54			3	157
San German.....	14	608	2	82			16	690
Lajas.....	1	59	4	188	1	23	6	270
Cabo Rojo.....	5	247	2	98	1	38	8	383
Mayaguez.....	28	1,370	2	93			30	1,463
Maricao.....	3	137	3	108			6	245
Las Marías.....	1	40	1	50	1	40	3	130
Añasco.....	8	455	2	113			10	568
Rincón.....			1	64	a 1	a 71	2	136
Aguada.....	3	164			1	47	4	211
Lares.....	4	198	4	133			8	381
San Sebastian.....	6	241	3	103			9	344
Moca.....	4	251			1	44	5	295
Aguadilla.....	10	487	4	291			14	778
Isabela.....	2	94	3	145			5	239
Utuado.....	15	547	1	29			16	576
Adjuntas.....	5	223	2	84	1	35	8	342
Quebradillas.....	3	145			1	37	4	182
Camuy.....	1	41	3	141	1	30	5	212
Hatillo.....	1	39	1	46	1	37	3	122
Arecibo.....	20	850	7	284			27	1,134
Manati.....	19	873			1	52	20	925
Ciales.....	2	93	3	150	2	97	7	340
Morovis.....	2	39	1	53	1	41	4	133
Vega Baja.....	8	389	2	68			10	457
Vega Alta.....	2	103	1	37	1	38	4	178
Dorado.....	1	44	2	56			3	100
Corozal.....	3	108	2	71			5	179
Naranjito.....			2	77			2	77
Toa Alta.....	4	151	1	31			5	182
Toa Baja.....	3	99	4	139			7	238
Bayamon.....	18	656	5	227			23	883
Porto Rico.....	570	25,004	136	5,740	24	954	731	31,769

a Four grades.

TABLE IX.—*Schools according to number of grades in each, and enrollment at end of year 1908-9.*

	Rural and preparatory.									
	One grade.		Two grades.		Three grades.		Four grades.		Total.	
	Schools.	Enroll- ment.	Schools.	Enroll- ment.	Schools.	Enroll- ment.	Schools.	Enroll- ment.	Schools.	Enroll- ment.
San Juan.....	31	984	1	33	4	197	1	53	32	1,017
Rio Piedras.....	7	294	3	130	12	577	1	61	14	621
Carolina.....	2	85	3	122	1	57	1	14	14	662
Trujillo Alto.....	4	127	3	220	1	57	1	8	23	310
Loiza.....	17	554	6	325	1	72	7	354	25	831
Rio Grande.....	13	528	11	373	1	198	1	53	21	925
Fajardo.....	9	474	4	173	7	354	1	53	1,054	
Naguabo.....	12	450	6	213	1	55	1	58	18	663
Vieques.....	6	252	3	128	1	46	1	10	10	435
Culebra.....	1	38	1	38	1	46	1	3	3	122
Humacao.....	13	417	8	313	5	198	1	26	26	928
Yabucoa.....	6	216	7	292	4	226	1	17	17	734
Maunabo.....	2	79	2	70	1	51	1	5	5	207
Patillas.....	4	168	6	263	3	137	1	13	13	568
Arroyo.....	5	220	1	40	2	107	1	8	8	367
Gurabo.....	9	319	5	175	1	55	1	14	14	494
San Lorenzo.....	6	237	6	257	1	95	1	12	12	494
Juncos.....	7	247	5	207	1	51	1	13	13	505
Caguanas.....	4	203	3	143	2	109	2	11	11	555
Guayanama.....	4	185	2	64	9	359	1	15	15	608
Salinas.....	5	190	6	168	2	98	1	13	13	456
Cayey.....	2	99	12	546	1	50	1	14	14	645
Aguas Buenas.....	3	99	4	145	1	50	1	8	8	294
Cidra.....	2	96	6	302	1	95	1	8	8	398
Comerio.....	5	129	5	247	3	133	1	13	13	509
Aibonito.....	4	137	5	243	2	95	1	11	11	475
Barranquitas.....	5	215	5	273	1	55	1	10	10	488
Barros.....	4	144	5	166	6	282	2	110	17	702
Coamo.....	13	562	6	200	8	385	1	27	1,147	
Santa Isabel.....	4	179	4	155	3	144	1	11	11	478
Juana Diaz.....	5	162	11	514	10	540	8	34	34	1,721
Ponce.....	17	775	15	756	6	348	1	38	1,879	
Peñuelas.....	2	88	1	50	4	250	1	7	7	388
Guayanilla.....	1	19	4	180	8	430	1	13	13	629
Yauco.....	10	345	23	698	3	132	1	36	36	1,175
Sabana Grande.....	3	186	12	384	1	55	1	15	15	570
San German.....	9	428	6	206	11	634	1	26	26	1,268
Lajitas.....	7	270	5	246	7	433	1	20	20	1,012
Cabo Rojo.....	21	703	7	238	6	227	1	34	34	1,168
Mayaguez.....	13	541	19	641	12	576	1	44	44	1,758
Maricao.....	1	46	3	114	5	172	1	9	9	332
Las Marias.....	2	72	4	134	9	406	2	17	17	725
Añasco.....	11	401	6	243	4	163	4	25	25	1,000
Rincon.....	3	123	4	151	1	55	1	9	9	371
Aguada.....	4	140	4	184	4	181	1	12	12	505
Lares.....	1	52	5	261	8	424	6	20	20	1,055
San Sebastian.....	1	46	1	49	15	757	3	160	20	1,012
Moca.....	1	46	3	184	6	442	1	9	9	626
Aguadilla.....	12	478	8	406	6	381	1	26	26	1,265
Isabela.....	2	97	4	266	7	479	1	14	14	892
Utuado.....	29	1,092	24	711	1	55	1	53	1,803	
Adjuntas.....	7	269	6	196	7	325	1	20	20	790
Quebradillas.....	4	195	5	249	1	54	1	10	10	498
Camuy.....	1	33	4	172	4	234	1	9	9	439
Hatillo.....	3	150	4	156	4	211	1	11	11	517
Arecibo.....	12	479	12	528	16	738	1	40	40	1,745
Manati.....	11	443	4	203	7	326	3	25	25	1,201
Ciales.....	15	653	18	593	1	55	1	33	33	1,246
Morovis.....	12	402	5	158	2	103	1	19	19	663
Vega Baja.....	1	57	1	57	2	116	1	10	10	574
Vega Alta.....	3	146	1	57	2	140	2	8	8	442
Dorado.....	1	57	1	57	2	116	1	2	2	116
Corozal.....	15	599	4	152	2	79	1	21	21	830
Naranjito.....	4	184	4	129	1	43	1	8	8	313
Tos Alta.....	10	403	6	204	1	43	1	17	17	650
Tos Baja.....	4	133	3	88	1	22	1	7	7	231
Bayamon.....	24	848	13	396	3	69	1	40	40	1,313
Porto Rico....	489	18,985	411	16,125	256	13,006	40	2,288	1,196	50,404

TABLE X.—*Annual enrollment, 1908-9.—Total number of different pupils enrolled during the year, omitting duplicates.*

	Graded.	Rural.	Pre-par-tory.	Total common schools.	Night.	Kin-der-gar-ten.	Nor-mal and high.	Grand total.
San Juan.....	3,761	1,267	.....	5,028	386	134	<i>a</i> 119 <i>b</i> 206	5,661 1,807
Rio Piedras.....	743	747	.....	1,490	105	.....	.....	1,314
Carolina.....	485	829	.....	1,314	.....	.....	.....	532
Trujillo Alto.....	109	198	198	505	27	.....	.....	1,103
Loiza.....	101	840	99	1,040	63	.....	.....	1,670
Rio Grande.....	527	1,078	.....	1,605	65	.....	.....	2,852
Fajardo.....	1,462	1,234	.....	2,696	156	.....	.....	1,144
Naguabo.....	275	626	198	1,099	45	.....	.....	983
Vieques.....	381	533	.....	914	69	.....	.....	123
Culebra.....	.....	123	.....	123	.....	.....	.....	1,921
Humacao.....	686	1,041	87	1,814	107	.....	.....	1,368
Yabucoa.....	425	710	70	1,205	163	.....	.....	465
Maunabo.....	179	257	.....	436	29	.....	.....	1,187
Patillas.....	324	696	77	1,097	90	.....	.....	883
Arroyo.....	294	447	52	793	81	.....	<i>a</i> 9	898
Gurabo.....	262	528	61	851	47	.....	.....	1,137
San Lorenzo.....	298	563	113	974	163	.....	.....	1,230
Juncos.....	327	547	166	1,040	190	.....	.....	1,810
Caguas.....	927	666	.....	1,593	217	.....	.....	1,971
Guayama.....	1,060	810	.....	1,870	96	.....	.....	948
Salinas.....	302	570	.....	872	76	.....	.....	1,516
Cayey.....	663	765	.....	1,428	88	.....	.....	626
Aguas Buenas.....	209	380	.....	589	37	.....	.....	765
Cidra.....	254	450	.....	704	61	.....	.....	885
Comerio.....	258	459	104	821	64	.....	.....	1,146
Alibonito.....	450	481	89	1,020	126	.....	.....	858
Barranquitas.....	227	508	82	817	41	.....	.....	1,136
Barros.....	257	696	124	1,077	59	.....	.....	2,053
Coamo.....	533	1,196	138	1,867	186	.....	.....	965
Santa Isabel.....	272	519	36	827	138	.....	.....	2,841
Juana Diaz.....	478	1,871	111	2,460	381	.....	.....	7,168
Ponce.....	4,126	2,270	.....	6,396	444	187	<i>a</i> 141	863
Peñuelas.....	234	353	117	704	159	.....	.....	1,088
Guayanilla.....	327	761	.....	1,088	.....	.....	.....	2,636
Yauco.....	1,088	1,326	81	2,493	141	.....	.....	836
Sabana Grande.....	152	602	.....	754	82	.....	.....	2,266
San German.....	695	1,206	237	2,138	128	.....	.....	1,575
Lajas.....	295	1,030	104	1,429	146	.....	.....	2,137
Cabo Rojo.....	432	1,235	233	1,900	237	.....	.....	4,234
Mayaguez.....	1,686	2,206	.....	3,892	211	74	<i>a</i> 57	799
Maricao.....	298	416	.....	714	85	.....	.....	1,093
Las Marias.....	133	849	68	1,050	43	.....	.....	1,863
Añasco.....	559	947	177	1,682	181	.....	.....	485
Rincon.....	87	277	78	442	43	.....	.....	908
Aguada.....	202	505	82	789	119	.....	.....	1,781
Lares.....	416	1,268	.....	1,684	97	.....	.....	1,828
San Sebastian.....	432	1,297	.....	1,729	99	.....	.....	1,153
Moca.....	341	735	.....	1,076	77	.....	.....	2,435
Aguadilla.....	881	1,077	287	2,245	190	.....	.....	1,367
Isabela.....	287	917	39	1,243	124	.....	.....	2,849
Utuado.....	657	1,929	129	2,715	134	.....	.....	1,330
Adjuntas.....	400	930	.....	1,330	.....	.....	.....	875
Quebradillas.....	237	463	101	801	74	.....	.....	820
Camuy.....	200	433	127	760	60	.....	.....	788
Hatillo.....	162	357	269	788	.....	.....	.....	3,671
Arecibo.....	1,399	2,055	.....	3,454	203	.....	<i>a</i> 14	2,457
Manati.....	1,016	1,229	91	2,336	121	.....	.....	331
Ciales.....	338	1,289	174	1,801	112	.....	.....	1,913
Morovis.....	167	704	117	988	27	.....	.....	1,015
Vega Baja.....	505	652	.....	1,157	.....	.....	.....	1,157
Vega Alta.....	218	473	50	741	.....	.....	.....	741
Dorado.....	97	187	.....	284	47	.....	.....	331
Corozal.....	239	622	213	1,074	41	.....	.....	1,115
Naranjito.....	82	461	.....	543	.....	.....	.....	543
Toa Alta.....	240	547	136	923	82	.....	.....	1,005
Toa Baja.....	287	258	44	589	39	.....	.....	628
Bayamon.....	1,714	1,640	136	3,490	84	.....	.....	3,574
Porto Rico.....	37,157	55,141	4,895	97,193	6,986	395	{ <i>b</i> 206 <i>a</i> 345 }	105,125

^a High schools.^b Normal schools.

TABLE XI.—*Percentage of boys and girls in each grade, March 1.*

GRADED SCHOOLS.

Grades.	1907.		1908.		1909.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Eighth.....	44	56	49	51	48	52
Seventh.....	51	49	50	50	48	52
Sixth.....	51	49	48	52	48	52
Fifth.....	51	49	50	50	49	51
Fourth.....	53	47	51	49	52	48
Third.....	53	47	53	47	52	48
Second.....	51	49	52	48	51	49
First.....	54	46	54	46	52	48
Total.....	52	48	52	48	51	49

RURAL SCHOOLS.

Fourth.....	65	35	64	36	67	33
Third.....	60	40	60	40	61	39
Second.....	59	41	60	40	59	41
Total.....	60	40	60	40	60	40

TABLE XII.—*Number in each grade compared with the number in the next lower grade the preceding year.*

1906.		1907.		1908.		1909.	
Grade.	Num- ber.	Grade.	Num- ber.	Grade.	Num- ber.	Grade.	Num- ber.
Fifth.....	1,451	Sixth.....	833	Seventh.....	638	Eighth.....	620
Fourth.....	2,348	Fifth.....	1,392	Sixth.....	942	Seventh.....	880
Third.....	3,723	Fourth.....	2,599	Fifth.....	1,793	Sixth.....	1,538
Second.....	5,145	Third.....	3,991	Fourth.....	2,876	Fifth.....	2,460
First.....	9,205	Second.....	5,832	Third.....	4,721	Fourth.....	3,793
		First.....	7,418	Second.....	6,544	Third.....	5,187
				First.....	7,754	Second.....	8,008

TABLE XIII.—*Percentage in each grade as compared with the next lower grade the preceding year.*

1907.		1908.		1909.	
Grade.	Per cent.	Grade.	Per cent.	Grade.	Per cent.
Seventh.....	68	Eighth.....	85	Eighth.....	97
Sixth.....	57	Seventh.....	76	Seventh.....	93
Fifth.....	60	Sixth.....	67	Sixth.....	86
Fourth.....	70	Fifth.....	69	Fifth.....	61
Third.....	78	Fourth.....	72	Fourth.....	80
Second.....	63	Third.....	81	Third.....	79
First.....		Second.....	88	Second.....	103
		First.....			

Average per cent: 1908, 79.6; 1909, 89.

EXHIBIT G.

School board finances—Receipts and expenditures 1908–9.

Locality.	Cash on hand June 30, 1908.	Receipts by the school board treasurers.	Retained by insular treasurer.	Aggregate resources.	Aggregate payments including those by insular treasurer.	Cash balance June 30, 1909.
San Juan.....	\$14,766.34	\$77,265.15	\$9,630.68	\$101,662.17	\$94,669.97	\$6,992.20
Rio Piedras.....	2,545.47	7,297.39	794.79	10,637.65	4,957.87	5,679.78
Carolina.....	1,541.26	3,856.50	833.91	6,231.67	5,584.81	646.86
Trujillo Alto.....	168.48	1,707.17	.....	1,875.65	885.48	990.17
Loiza.....	485.10	1,115.71	.....	5,600.81	3,405.03	2,195.78
Rio Grande.....	319.09	3,806.90	.....	4,125.99	2,951.45	1,174.54
Fajardo.....	3,577.45	10,651.76	.....	14,229.21	7,525.58	6,703.63
Naguabo.....	1,709.82	4,101.80	.....	5,811.62	3,707.32	2,104.30
Vieques.....	2,757.49	6,633.38	.....	8,790.87	4,758.43	4,032.44
Humacao.....	2,327.66	9,099.61	.....	11,427.27	6,639.44	4,787.83
Yabucoa.....	1,265.38	4,509.14	427.12	6,201.64	3,903.17	2,298.47
Maunabo.....	490.81	1,547.71	.....	2,038.52	1,470.09	568.43
Patillas.....	219.19	2,527.44	143.48	2,890.11	2,685.11	205.00
Arroyo.....	424.05	3,562.92	617.40	4,634.37	4,170.68	463.69
Gurabo.....	1,165.96	3,351.06	.....	4,517.02	2,327.77	2,189.25
San Lorenzo.....	795.67	1,838.39	.....	2,634.06	2,110.09	523.97
Juncos.....	1,144.78	3,034.93	.....	4,179.71	3,646.30	533.35
Caguas.....	3,514.21	14,765.79	2,312.18	20,592.18	16,674.83	3,917.35
Guayanilla.....	1,426.89	7,690.01	1,151.55	10,268.45	9,506.67	761.78
Salinas.....	325.73	4,400.79	1,028.07	5,814.59	5,017.56	797.03
Cayne.....	1,129.41	4,789.11	.....	5,918.52	4,329.23	1,589.29
Aguas Buenas.....	647.66	1,420.06	.....	2,067.72	1,251.18	816.54
Cidra.....	408.79	1,596.15	20.99	2,025.93	1,682.34	343.59
Comerio.....	388.98	2,828.69	188.03	3,405.70	1,812.07	1,593.63
Aibonito.....	347.85	2,603.54	.....	2,951.39	2,488.14	463.25
Baranquitas.....	397.77	1,161.30	.....	1,559.07	955.04	604.03
Barros.....	1,907.95	1,980.83	.....	3,918.78	1,945.78	2,003.00
Coamo.....	458.62	3,346.97	736.11	4,511.70	4,383.68	158.02
Santa Isabel.....	1,581.51	3,941.72	1,422.93	6,956.16	5,773.06	1,183.10
Juana Diaz.....	2,693.16	7,283.88	1,607.98	11,585.02	10,496.81	1,088.21
Ponce.....	6,546.49	32,357.80	14,068.01	52,972.30	49,821.70	3,150.60
Peñuelas.....	685.46	3,894.71	366.04	4,946.21	4,717.27	228.94
Guayanilla.....	1,002.19	2,870.12	2.02	3,934.33	3,368.37	565.96
Yauco.....	11,251.83	13,193.77	.....	24,445.60	7,838.44	16,607.16
Sabana Grande.....	359.92	1,575.67	352.62	2,288.21	1,560.53	727.68
San German.....	1,301.55	4,810.92	454.50	6,566.97	5,121.29	1,445.68
Lajas.....	656.74	4,778.56	708.25	6,143.55	5,712.26	431.29
Cabo Rojo.....	1,904.70	3,232.38	.....	5,137.08	3,642.25	1,494.83
Mayaguez.....	6,028.86	13,121.99	3,240.49	22,391.34	14,663.55	7,727.79
Marciano.....	3,732.71	3,965.99	.....	7,098.70	6,172.71	1,525.99
Las Marias.....	1,078.13	3,756.89	.....	4,835.02	2,734.78	2,100.24
Añasco.....	2,083.84	4,654.57	434.44	7,172.85	6,673.25	499.60
Rincon.....	223.01	959.26	.....	1,182.27	997.13	185.14
Aguada.....	1,792.79	2,847.89	.....	4,640.68	2,215.87	2,424.81
Lares.....	762.54	4,228.28	939.03	5,929.85	5,157.99	771.86
San Sebastian.....	881.15	3,628.10	.....	4,509.25	3,503.83	1,005.42
Moca.....	853.30	2,869.24	14.65	3,737.19	3,570.90	166.29
Aguadilla.....	1,039.70	3,155.21	262.90	4,457.81	3,851.42	606.39
Isabela.....	777.96	1,904.03	178.51	2,860.50	2,489.96	370.54
Utuado.....	3,109.12	9,037.20	.....	12,146.32	7,571.27	4,575.05
Adjuntas.....	1,272.24	4,380.02	.....	5,652.26	3,764.65	1,887.61
Quebradillas.....	228.18	1,028.26	.....	1,256.44	1,050.78	205.66
Camuy.....	326.55	1,466.64	640.54	2,433.73	2,047.85	385.88
Hatillo.....	560.97	1,917.35	602.27	3,080.59	2,255.33	825.26
Arecibo.....	6,762.22	32,053.29	36.81	38,852.32	30,462.22	8,390.10
Manati.....	1,620.96	9,380.03	.....	11,000.99	7,423.58	3,577.41
Ciales.....	1,567.28	3,281.34	.....	4,848.62	3,442.79	1,405.83
Morovis.....	590.56	1,676.91	121.98	2,389.45	1,711.30	678.15
Vega Baja.....	1,079.63	2,226.33	835.79	4,141.75	3,836.08	305.67
Vega Alta.....	790.36	2,209.24	.....	2,999.60	2,166.21	833.39
Dorado.....	777.12	2,221.35	.....	2,998.47	1,130.21	1,868.26
Corozal.....	458.75	1,250.69	.....	1,709.44	1,338.83	370.61
Naranjito.....	266.45	876.79	.....	1,143.24	994.77	148.47
Toa Alta.....	430.79	1,246.33	.....	1,677.12	1,559.98	117.14
Toa Baja.....	720.58	2,548.72	183.95	3,453.25	2,624.42	828.83
Bayamon.....	1,813.76	7,556.33	572.63	9,942.72	8,577.17	1,365.55
Total.....	116,400.92	403,338.00	44,960.65	564,699.57	437,485.98	127,213.59

EXHIBIT H.

School board finances—Expenditures classified, 1908-9.

Locality.	(A) Rent of school- houses.	(B) House rent of teachers.	(C) Salaries, em- ployees school board.	(D) Conting- ent ex- penses, school board.	(E) School furni- ture and equip- ment.	(F) Text- books and school sup- plies.	(G) Pay- ments, con- struc- tion of school build- ings by school boards.	(H) General expenses.	Total.
San Juan.....	\$14,486.00	\$10,370.00	\$9,188.94	\$295.49	\$7,354.45	\$71.70	\$33,087.48	\$10,185.23	\$85,039.29
Rio Piedras.....	312.00	1,590.50	692.73	39.50	417.90	38.25	667.55	404.65	4,163.08
Carolina.....	1,197.00	1,175.00	418.21	46.45	924.44	51.28	591.63	346.89	4,750.90
Trujillo Alto.....	288.00	258.00	53.17	52.92	10.00	39.25	22.00	162.14	885.48
Loiza.....	1,132.00	849.20	479.16	203.10	185.07	84.42	1.00	471.08	3,405.03
Rio Grande.....	747.50	1,082.00	343.96	84.93	110.08	30.00	.....	552.98	2,951.45
Fajardo.....	2,059.06	1,903.51	1,273.03	42.56	893.08	56.07	.....	1,298.27	7,525.58
Naguabo.....	1,308.00	1,084.93	405.91	29.83	390.15	56.65	62.15	369.70	3,707.32
Vieques.....	702.32	1,342.72	906.88	318.86	682.76	23.42	245.77	535.70	4,758.43
Humacao.....	2,076.00	1,836.66	1,736.13	56.76	435.55	31.65	.....	466.69	6,639.44
Yabucoa.....	668.50	1,106.00	555.54	258.65	307.81	17.25	280.48	281.82	3,476.05
Maunabo.....	528.00	513.50	171.98	29.39	30.93	11.50	45.85	138.94	1,470.09
Patillas.....	577.50	1,060.44	240.99	33.64	316.80	20.00	147.30	144.96	2,521.63
Arroyo.....	432.00	756.00	368.82	21.28	309.77	.....	930.00	705.41	3,523.28
Gurabo.....	490.00	648.00	210.80	87.49	515.88	22.74	49.00	303.86	2,327.77
San Lorenzo.....	696.00	551.50	244.33	38.61	294.53	14.40	4.25	266.47	2,110.09
Juncos.....	992.00	915.40	486.53	32.78	349.15	14.75	267.00	588.75	3,646.36
Caguas.....	1,629.84	1,676.00	1,253.90	172.52	923.48	70	8,252.25	453.96	14,362.65
Guayama.....	2,509.80	2,298.60	1,472.02	209.35	761.02	42.00	471.85	589.88	8,355.12
Salinas.....	930.66	1,009.73	465.32	89.45	367.32	62.00	200.00	865.01	3,989.49
Cayey.....	998.52	1,440.00	410.13	46.65	284.53	1.50	534.00	613.90	4,329.23
Aguas Buenas.....	264.00	343.50	239.57	34.02	111.22	30.50	43.00	185.37	1,251.18
Cidra.....	361.20	546.75	133.10	32.89	256.02	16.75	131.00	183.64	1,661.35
Comerio.....	365.52	459.08	110.21	35.15	161.29	.....	12.00	480.79	1,624.04
Alibonito.....	675.00	670.80	334.43	22.45	191.99	16.59	33.75	543.13	2,488.14
Barranquitas.....	207.00	351.00	63.47	13.98	48.96	11.90	10.00	248.73	955.04
Barros.....	468.00	728.00	183.20	97.99	139.47	40.61	8.18	280.33	1,945.78
Coamo.....	873.60	1,292.00	509.61	60.65	191.23	38.75	32.00	649.73	3,647.57
Santa Isabel.....	144.00	831.00	859.60	79.78	377.35	19.55	887.88	1,150.97	4,350.13
Juana Diaz.....	1,558.99	2,045.17	1,556.97	306.77	678.80	95.57	1,406.38	1,240.18	8,888.83
Ponce.....	5,958.42	8,411.06	4,345.21	364.47	4,882.22	49.20	10,111.67	1,651.59	35,753.69
Pefuelas.....	532.00	488.72	386.61	190.40	136.15	26.34	2,000.00	591.01	4,351.23
Guayanilla.....	888.00	798.78	316.56	167.21	212.87	20.00	464.65	498.28	3,366.35
Yauco.....	1,817.99	2,289.72	1,087.43	279.70	1,025.52	76.20	475.80	786.08	7,838.44
Sabana Grande.....	174.00	423.00	172.39	27.61	27.96	7.00	19.00	356.95	1,207.91
San German.....	752.00	1,887.00	898.49	56.83	539.03	2.00	6.00	525.44	4,666.79
Lajas.....	720.00	845.86	631.13	149.00	412.83	19.86	1,626.41	598.92	5,004.01
Cabo Rojo.....	909.00	994.00	452.52	62.52	174.74	6.65	502.67	540.15	3,642.25
Mayaguez.....	2,653.50	3,094.11	1,657.30	321.79	2,467.10	116.95	321.25	791.06	11,423.06
Maricao.....	306.00	852.40	565.27	186.66	795.91	34.65	2,914.04	517.78	6,172.71
Las Marias.....	450.00	888.00	391.19	122.63	174.11	62.94	254.00	391.31	2,734.78
Añasco.....	941.33	1,047.58	657.51	148.41	947.15	38.00	1,310.75	1,148.08	6,238.81
Rincon.....	277.00	261.00	143.48	25.00	142.78	10.30	4.84	132.73	997.13
Aguada.....	630.00	598.60	357.48	34.86	262.67	16.79	.....	315.47	2,215.87
Lares.....	572.00	1,582.00	651.24	112.90	503.60	53.37	200.00	543.85	4,218.96
San Sebastian.....	714.00	1,260.00	381.85	176.33	365.65	11.30	67.50	527.20	3,503.83
Moca.....	406.40	432.00	208.43	33.30	552.71	7.10	1,528.00	388.31	3,556.25
Aguadilla.....	417.96	1,152.00	401.69	139.25	155.42	4.45	.....	1,317.75	3,588.52
Isabela.....	462.00	699.00	419.01	58.76	217.16	15.00	112.20	328.32	2,311.45
Utuado.....	2,484.00	2,183.14	1,011.50	177.31	1,012.94	67.70	106.86	527.82	7,571.27
Adjuntas.....	877.60	950.50	539.21	96.01	232.93	28.10	537.50	502.80	3,764.65
Quebradillas.....	120.00	432.00	95.02	22.47	88.13	12.93	76.35	203.88	1,050.78
Camuy.....	116.25	516.90	156.06	39.44	38.23	5.20	200.00	335.23	1,407.31
Hatillo.....	268.00	335.90	245.14	31.30	189.88	14.25	324.91	243.68	1,653.06
Arecibo.....	2,406.00	3,571.83	2,047.45	268.60	2,259.72	77.25	18,705.32	1,089.24	30,425.41
Manati.....	2,066.00	1,972.05	1,364.46	180.75	881.87	85.55	46.43	826.47	7,423.58
Ciales.....	1,088.00	945.00	403.94	73.18	377.23	39.25	32.86	483.33	3,442.79
Morovis.....	396.00	390.45	331.75	27.90	96.69	36.00	31.00	279.53	1,589.32
Vega Baja.....	626.00	765.00	388.49	43.33	606.85	30.45	115.13	425.04	3,000.29
Vega Alta.....	594.00	580.00	274.89	97.85	279.17	24.58	123.00	192.72	2,166.21
Dorado.....	312.00	244.00	172.28	129.75	103.25	9.43	.....	159.50	1,130.21
Corozal.....	240.00	405.00	135.47	22.84	132.48	.....	.....	403.04	1,338.83
Naranjito.....	210.00	236.51	67.33	38.15	146.25	19.00	107.00	170.53	994.77
Toa Alta.....	240.00	432.00	190.30	23.90	246.61	19.25	101.82	306.10	1,559.98
Toa Baja.....	396.00	648.00	500.10	208.79	76.36	19.68	245.00	346.54	2,440.47
Bayamon.....	2,204.90	1,996.80	1,219.25	287.12	1,047.56	96.37	5.00	1,147.54	8,004.54
Total.....	73,904.36	85,345.50	48,636.07	7,300.21	39,833.36	2,102.84	91,100.71	44,302.28	392,525.33

